NC80-630 ERIC REPORT RESUME

ED 010 069 10-06-66 08

CONFERENCE ON HOME ECONOMICS PROGRAM DEVELOPMENT FOR DISADVANTAGED YOUTH AND THEIR FAMILIES.

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SDX63436 PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

BR-5-0091
-MAY-66 OEG-5-85-102
EDRS PRICE MF-$0.27 HC-$5.72 143P.

*CONFERENCES, *HOME ECONOMICS EDUCATION, *DISADVANTAGED GROUPS, *DISADVANTAGED ENVIRONMENT, FIELD TRIPS, PROGRAM DEVELOPMENT, EVALUATION, PITTSBURGH, UNIVERSITY PARK, PENNSYLVANIA

THE MAJOR PURPOSE OF THE CONFERENCE WAS TO (1) INCREASE HOME ECONOMISTS UNDERSTANDING OF THE CULTURE OF THE DISADVANTAGED, (2) OBSERVE HOME ECONOMICS PROGRAMS IN ACTION, (3) CONSIDER THE NEED FOR INITIATING NEW HOME ECONOMICS PROGRAMS TO HELP DISADVANTAGED, AND (4) EXPLORE COOPERATIVE PROGRAMS WITH COMMUNITY AGENCIES. THIS SIX-PART REPORT INCLUDED THE PAPERS PRESENTED AT THE CONFERENCE, THE FIELD TRIPS TO POVERTY PROGRAM AREAS, NEW HOME ECONOMIC PROGRAMS, BIBLIOGRAPHY, CONFERENCE EVALUATION, THE CONFERENCE PROGRAM, AND THE LIST OF PARTICIPANTS. (GC)

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# CONFERENCE
# ON
# HOME ECONOMICS PROGRAM DEVELOPMENT
# FOR
# DISADVANTAGED YOUTH AND THEIR FAMILIES

June 28 - July 9, 1965

Arthur E. Gravatt
Editor

Vocational and Technical Education
Grant Number OE-5-85-102
Vocational Education Act of 1963, Section 4(c)

THE PENNSYLVANIA STATE UNIVERSITY

University Park, Pennsylvania

The Project Reported Herein was

Supported by a Grant from the

U.S. Department of Health, Education, and Welfare

Office of Education

May 1966

ED 010 069

This is a report of a conference on Home Economics Program Development for Disadvantaged Youth and their Families, held at The Pennsylvania State University, June 28 to July 9, 1965.

The major purpose of the conference was to:

increase home economists' understanding of the culture of the disadvantaged

observe home economics programs in action

consider the need for and ways of initiating new home economics programs to help the disadvantaged

explore cooperative programs with community agencies.

Participants were men and women selected for their potential to initiate new home economics programs with the disadvantaged.

The program was planned and the conference conducted by four staff members of the College of Home Economics, The Pennsylvania State University: Charlotte Churaman, instructor, Division of Home Community Relations; Audrey B. Harsanyi, assistant professor of Home Economics Education; Dr. Louise Gentry, assistant dean, associate director of the conference; Dr. Arthur E. Gravatt, associate professor of Family Relationships, conference director.

Miss Edna Sommerfeld, assistant dean for continuing education, College of Home Economics, and Mr. Richard M. Bunnell, conference coordinator, Division of Continuing Education assumed all responsibility for the logistics of the conference.

Dr. Grace M. Henderson, Dean, (now retired) was a constant source of inspiration to the staff and participants. Dr. Mary Lee Hurt, Project Officer of the Office of Education provided guidance through the maze of proposal writing, funding, and supervision required in such an endeavor.

Miss Dorothy Gish, graduate assistant in the Department of Child Development and Family Relations, was of tremendous help in editing, evaluating, and coordinating the preparation of this report.

To all of these and the many others who helped, thank you!

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# A Frame of Reference for Home Economists Working with the Disadvantaged

Arthur E. Gravatt *

## Introduction

Home economics is concerned with all aspects of family living. The needs of individuals and families determine the focus and emphasis of this concern. (6, pp. 4-5) Thus, the cluster of professional skills known as home economics must be involved in the war on poverty.

The overall picture of the poor in America is framed by the "American dream."

> We have a dream in America--which most of us take for granted--that all people are born equal and they have the same opportunities to get what they want out of life....And yet all our lives we have probably heard about people being 'at the bottom' or 'the top' of something called the social ladder (28, p. 3).

Here we see the conflicting ideas of equal opportunity, and equal rank.

If as Galbraith says, "To some extent family life itself is a luxury of an adequate income." (10, p. 251), where does home economics find its unique contribution to the families of the poor?

The purpose of this paper is to outline a frame of reference for the role of home economics in the national war on poverty.

## I. Frame of Reference

To comprehend the range of family behavior covered by home economics (6) it is necessary to consider family behavior at the general societal level and at the unique, specific individual level. A conceptual framework encompassing all aspects of family behavior must deal effectively with gross categories and groupings of families, such as, the "rural poor," the "urban poor," "Negroes living in Harlem," and so forth, as well as the "poor family" next door.

A beginning framework for studying all families, including the low income, may be "borrowed" from A. Paul Hare's framework for the study of small groups(12). Figure 1 shows the major variables and their interrelations in an interactional system. Behavior is seen as a function of one's biological nature, personality,

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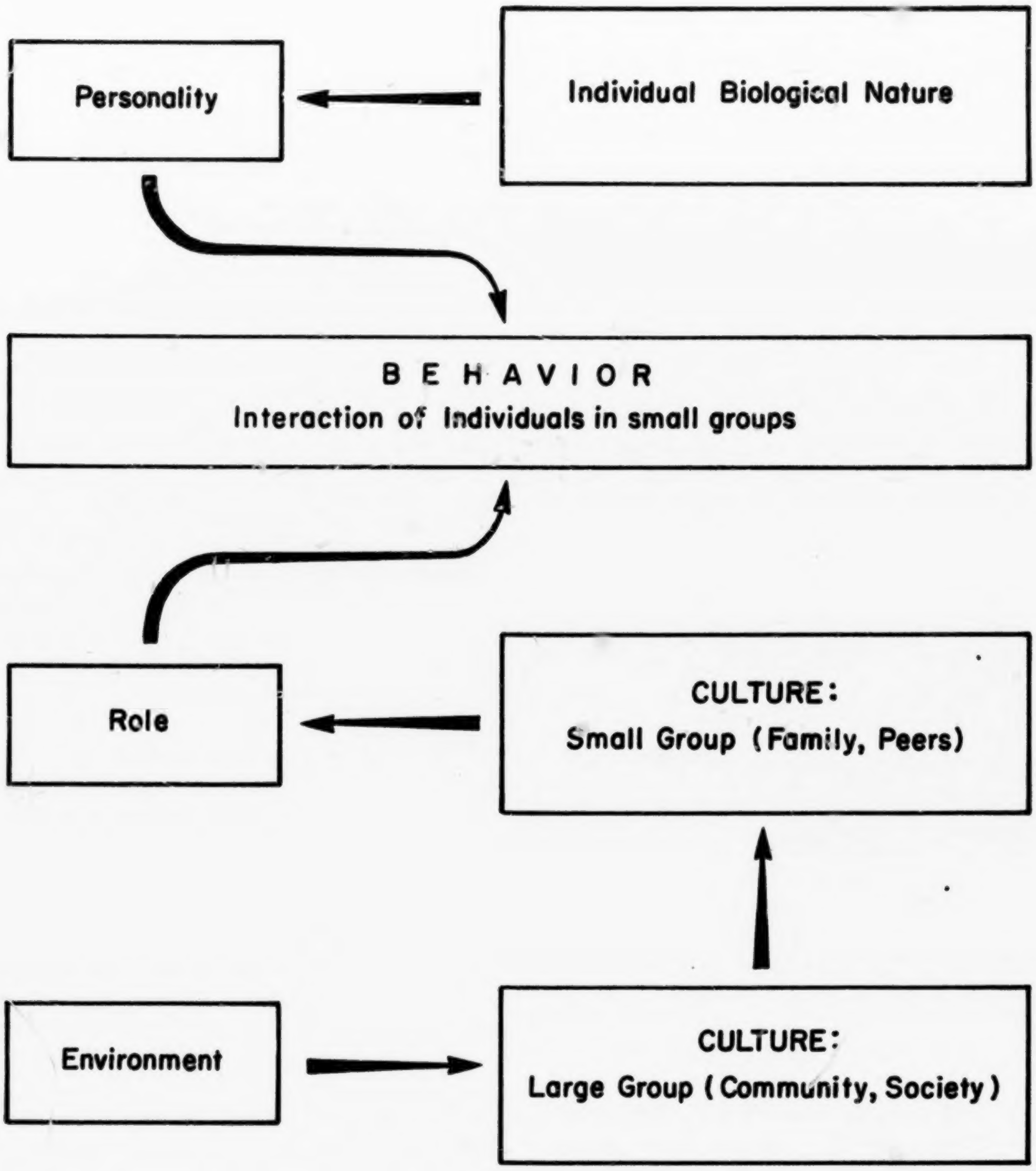
Fig. 1 ELEMENTS OF SOCIAL INTERACTION


Personality
Individual Biological Nature
BEHAVIOR
Interaction of Individuals in small groups
Role
CULTURE:
Small Group (Family, Peers)
Environment
CULTURE:
Large Group (Community, Society)

Adapted from A.Paul Hare. Handbook of Small Group Research. New York: The Free Press of Glencoe, 1962. page 8.

role, culture, and environment. The significant variables in any given analysis will depend upon the questions asked and the answers sought. For the home economist in housing the emphasis and focus may be the environment and its symbolic meaning in the individual's behavior. The nutritionist will be concerned primarily with biological functioning as related to nutritional needs and deficit. The use of surplus foods (a commodity in the environment) will be manipulated in terms of meeting biological needs. The economists in management will be concerned about other resources in the environment (income, services) and their use in terms of values, personality, and roles. Although the emphasis varies, every home economist deals to some extent with each of these variables.

## A. Environment

Environment, following Hare's use, "...refers to the natural and man-made non-human elements which form the situation in which interaction occurs"(12). The crucial question is "What is the causal relationship between the environment and the behavior of individuals and families?" The environment of the poor in America has been symbolized by the tennements and slums of large cities.

The literary descriptions of the poor of Riis, How the Other Half Lives (24) Dickens, Oliver Twist (8), and Sinclair, The Jungle (26) are more vivid than the social scientists' descriptions. However, we would do well to familiarize ourselves with the ecology of the poor as described by Caplovitz (3), Clark (4), Gans (11), Whyte (29), Drake and Cayton (9), Davis and Collard (7), and others.

## B. Large Culture

Generalized expectations for behavior of members of a group plus role expectations comprise the culture of a group. It is this total "design for living" (17) which encompasses the value orientations of American society. The value framework particularly relevant to poverty (selected from Williams' (30) identification of major value orientations) includes a stress or emphasis on: personal achievement, disciplined productive activity, a moral orientation, disinterested humanitariansim, efficiency, progress, material comfort, equality, external conformity, and democracy.

Some authors suggest that there is in the United States a value system common to all social classes. Hylan Lewis' studies (14, 15, 19) of residents of a lower class public housing project in Washington, D. C. lead him to propose:

> "that our low income parents tend to show greater conformity to, and convergence with, middle class standards in their verbalizations of values--in what they want (and would like to want)--than in their actual behavior."
> ...Our materials suggest that erosion and failures in many poor families are due less to lack of recognition of, and affirmation of, so called middle class values than they are to lack of wherewithal to support these values and to afford the tastes and wishes that bind the

> poor inextricably to the larger society. The tragedy of most poor parents...is just this unremitting tension between their desire, particularly for their children, and their ability." (19, pp. 10-11, 22)

Hyman Rodman corroborates this with his observation on the "lower-class value stretch".

> "...the lower-class person, without abandoning the general values of the society, develops an alternative set of values. Without abandoning the values placed upon success, such as high income and high educational and occupational attainment, he stretches the values so that lesser degrees of success also become desirable... They share the general values of the society with members of other classes, but in addition they have stretched these values, or developed alternative values, which help them to adjust to their deprived circumstances." (25, p. 209)

The role of the poverty program in the total culture or large group sense (to use Hare's term) is highlighted by the requirement that a Community Action Program (CAP) "be developed, conducted and administered with the maximum feasible participation of the residents of the areas or neighborhoods in which the program will be carried out and of the members of the groups that it will serve." (22) The potential for change inherent in this requirement has not been realized to date. Some groups have, however, speculated on the negative consequences of "maximum feasible participation" for upsetting the status quo in a community's power structure. A committee of mayors is reported (New York Times June 8, 1965) to have charged that the section quoted above "was fostering class struggle and 'creating tensions' between the poor and city halls."

### C. Small Culture

To avoid the stereotype that all low income families are lower class or that low-income, lower class people are all alike, it is necessary to recognize variations among the poor. Drake and Cayton's study of Chicago put it in this way:

> The lower class world is very complex. Basic to it is a large group of disorganized and broken families, whose style of life differs from that of other social classes, but who are by no means 'criminal' except so far as the children swell the ranks of the delinquents, or the elders occasionally run afoul of the law for minor disdemeanors. Existing side by side with these people is a smaller, more stable group made up of 'church folks' and those families who are trying to advance themselves. In close contact with both these groups are the denizens of the underworld...the lines separating these three basic groups are fluid and shifting, and a given household may incorporate individuals of all three types, since, restricted to low incomes and inadequate housing, the so-called 'respectable' lowers find

> it impossible to seal themselves off from 'shady' neighbors among whom they find themselves. The 'church folks' despite their verbal protests, must live in close contact with the world of Sin.... (9).

Studies now going on in Washington, D. C. indicate that many low income families want for themselves and their children the same things valued by the dominant culture. However similar the goals, the means to attain the goals are not available to them. The reasons vary; thus the poor must be examined in somewhat more detail.

Greater precision in identifying characteristics of lower class families is provided by S. M. Miller (21). Miller postualtes a typology based on two dimensions: (1) economic stability, and (2) family stability. As shown in Table 1, four family types are identified.

Table 1. Types of Economic Security and Familial Stability*

| | | Familial | |
|---|---|---|---|
| | | Stability | Instability |
| | | + | - |
| Economic | Security + | ++(1) | +-(2) |
| | Insecurity - | -+(3) | --(4) |

*Miller (21)

Cell 1 is referred to as the stable poor; cell 2, the strained; cell 3, the copers; and cell 4, the unstable.

Even within this typology, Miller states "My general orientation is to emphasize flux rather than assuming a permanent position in a pattern."

Cell 1. The stable - are characterized by regular employment, low skill, and family stability.
Cell 2. The strained - a secure economic pattern but an unstable family one.
Cell 3. The copers - economically insecure but a stable family pattern.
Cell 4. The unstable - both economic and family instability.

## D. Personality and Role

A typology of the poor still leaves open the question of personal motivation and role behavior. There is not sufficient longitudinal data to comment on intergenerational patterns in each type of family. However, if the goal of working with the poor is to promote improvement and upward social mobility, it is necessary to look at the motivation of the individual to occupy certain positions in society and to fulfill appropriate role expectations.

Merton (20) has suggested that the means to achieve the goals of society are not equally distributed in the social system. Furthermore, alternative legitimate means to achieve the goals are less accessible to some than to others. The poor, for example, are more likely than others to be denied access to education, vocational skills, and job information likely to resolve their poverty. Also they are less likely to have access to adequate food, health, and housing which are essential to optimum functioning.

Modes of adaptation, Table 2, outlined by Merton and augmented by others(5) seem to prophetically parallel descriptions of the culture of poverty.

Table 2. A Typology of Modes of Individual Adaptation*

| Modes of Adaptation | Cultural Goals | Institutionalized Means |
|---|---|---|
| I. Conformity | + | + |
| II. Innovation | + | - |
| III. Ritualism | - | + |
| IV. Retreatism | - | - |
| V. Rebellion | ± | ± |

+ = acceptance

- = rejection

± = rejection of prevailing values and substitution of new values

*Merton (20)

Conformity refers to acceptance of both cultural goals and the accepted means to attain them. Innovation occurs where one accepts the goals but seeks new ways to attain them. In ritualism one observes the appropriate behavior but abandons the goals. Both goals and means are abandoned in retreatism. Rebellion occurs when one replaces accepted goals, values, and means with new ones.

Studies of social class differences in deviant behavior, occupational aspirations, political participation and work alienation tend to support the general validity of Merton's hypothesis. (5)

Certainly one of the goals of the poverty program is to increase acceptance of the dominant values and increase the accessibility of means to achieve culturally approved goals. This is the problem to which we now turn.

## II. Social Change and the Disadvantaged

A major goal of the poverty program as stated by President Johnson is: "...an America in which every citizen shares all the opportunities of his society, in which every man has a chance to advance his welfare to the limit of his capacities." (3) There is a major role for home economics in helping families advance their welfare, in reducing the distance toward this goal.

Home economics' strategy in the war on poverty focuses on two levels.

What type of planned intervention can best be offered by the theory, principles, and skills of the profession?

Where in the life cycle of an individual or a family shall these skills be offered?

Since our concern is with individuals and families throughout the life cycle, our strategy must be multifaceted.

### A. Types of Programs:

Three types of programs are possible, according to Miller:

> ...(1) direct economic change, such as providing better employment, or directly raising incomes through the provision of a national minimum level of income; (2) direct services, such as casework activities to strengthen the ego-functioning of the individual or family assistance through home maker help; (3) indirect change by affecting the climate -- social, psychological, political-- of the neighborhoods in which the poor live. (21, p. 148)

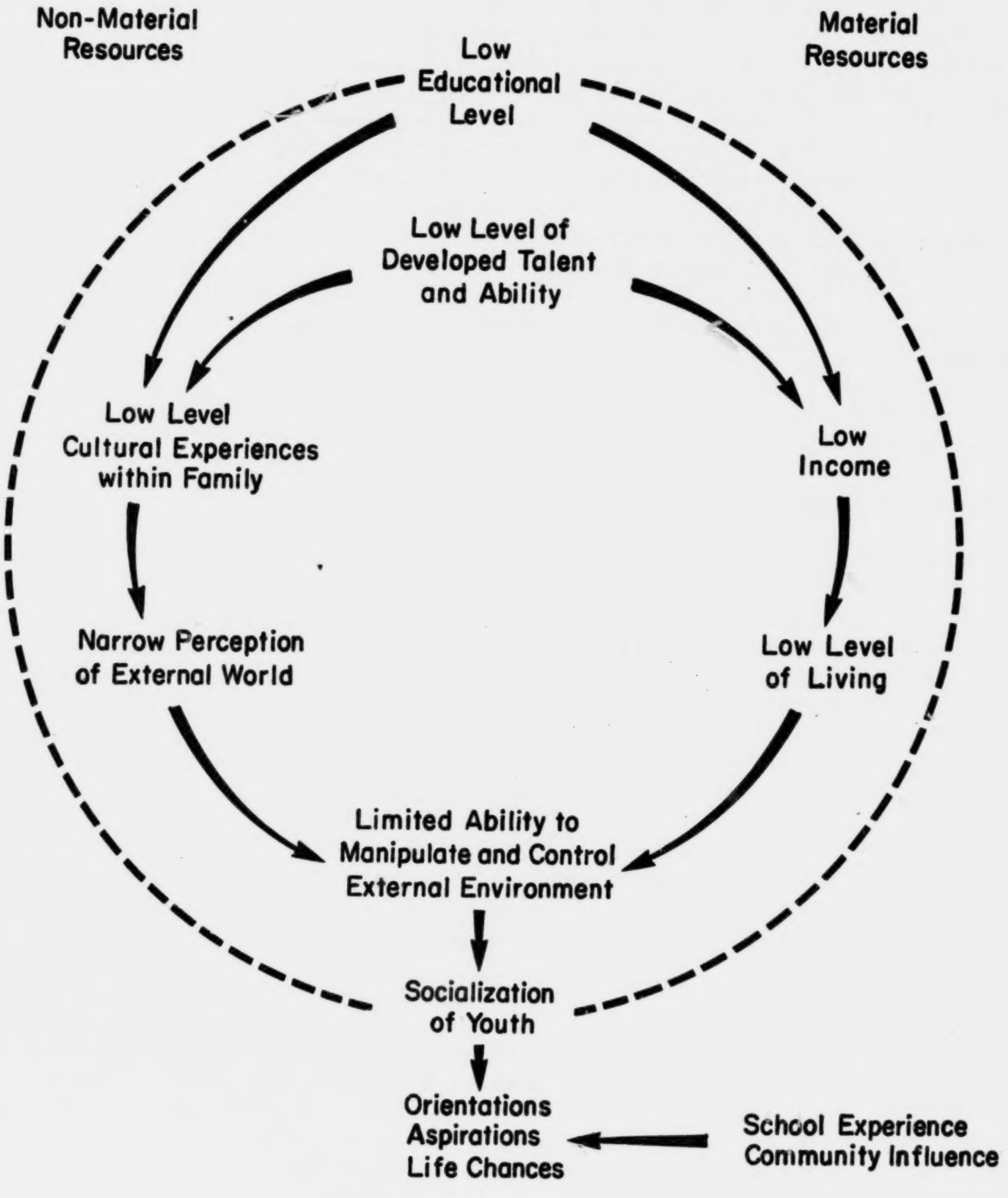
The type of service offered would depend on whom the program is to serve and the nature of the problem to be resolved. As will be discussed below, home economics as a body of theory, knowledge, and skills has much to offer in each program strategy suggested by Miller.

### B. When to Help?

A crucial issue is: At what point in the life cycle of the individual or the family should change be attempted? Schwartzweller, (27) a sociologist, has described the situation of the lower class in terms of material and non-material resources as shown in Figure 2. Beginning with a low level of education, the parents establish a family which has mimimal resources for coping with the external world.

Generalizing from his diagram, home economics' major impact is probably with parents and children in their use of resources. On the non-material side, the home economist can help families adopt cultural patterns which increase their potential to cope with circumstances. For example, home economists have long been concerned with values, goals, and practices in meeting child rearing,

Fig. 2 THE LOW SES SITUATION


Non-Material Resources
Material Resources
Low Educational Level
Low Level of Developed Talent and Ability
Low Level Cultural Experiences within Family
Low Income
Narrow Perception of External World
Low Level of Living
Limited Ability to Manipulate and Control External Environment
Socialization of Youth
Orientations Aspirations Life Chances
School Experience Community Influence

Adapted from Harry K. Schwartzweller, "Youth from Low SES Families: A Sociological Perspective." Reaching New Audiences More Effectively. 1962 National Conference State 4-H Leaders. Federal Extension Service USDA.

nutritional, clothing, and housing needs. Knowledge and understanding in these areas can help families make greater use of their material resources. Furthermore, the knowledge and skills of home economics can help families increase their material resources through greater employability and productivity.

## Home Economics Issues in the War on Poverty

As a profession, home economics covers a wide range of interests and skills. The breadth and depth of the professional spectrum is both functional and disfunctional in formulating a strategy in helping the disadvantaged. The breadth of the field produces a diversity of interests, skills, and a potential flexibility in program development.

Home economics varies along another dimension--from the very abstract and theoretical to the very concrete and specific. Issues arising from the nature of home economics as a field are the concern of this section.

### A. Focus

What shall be the focus of home economics programs to serve disadvantaged youth and their families?

At one level the concern must be for theory and research in all fields of home economics. The adequacy of home economics' concepts, knowledge, and methods need to be subjected to continuous evaluation. Both basic research and action research are needed to keep the profession relevant to the needs of the times.

Action programs by home economists can be pertinent to each strategy of action identified by Miller. (21) Wage earning programs and criteria for defining the needs of families in terms of food, housing, and income are examples of home economics programs of direct action. Homemaker service, financial and management counseling are examples of direct services. Indirect change through extension education programs, homemaker and youth programs, nursery and day care centers has long been familiar to home economics.

### B. Level of Involvement

The level of involvement of professional personnel is an issue. The dilemma of involvement centers around the conceptual-skill controversy. Historically home economists have been noted for their skills in solving problems of home and family. In recent years in an attempt to "upgrade" the field, much energy has been devoted to delineating the concepts of the field of home economics. Undoubtedly the "skills" have been deemphasized in professional training at the collegiate level.

It seems evident that both orientations are needed. Indeed, each end of the continuum has much to offer the other. Colleges and universities can best function at the conceptual level in theory development, testing the theory through experiment and research, product development, and evaluation of programs. But theory and research without application are of little help to the poor.

### C. Policy Formation

Policy formation and program development are other areas for home economics involvement. The home economist is needed to guide and establish policy at the local, state, and national levels. For example, home economists are eminently qualified to help legislatures establish legal minimum standards in welfare budgets for food, housing, clothing, and related needs. More than any other profession, home economics has been concerned with family needs throughout the life cycle.

### D. Program Development

Program development is a concern for both professional and non-professional home economists. The professional home economist can function at the administrative level in identifying new needs, new ways to meet familiar needs, and evaluation of program effectiveness.

A second level of functioning calls for a new type of home economist - the clinical home economist who functions in a total family setting using the methods of casework, counseling, and guidance to work with a family or families. The parallel with the professions of social work, guidance and counseling are obvious. The home economist brings to certain family dilemmas a wealth of knowledge and skills not included in the professional repretoire of social work or counseling.

Extension home economists have long been aware of a third level of functioning - the use of lay leaders or lay home economists. In the language of the current poverty program these lay leaders are referred to as indigenous non-professionals. Perhaps home economists in general need to borrow the extension home economists' use and reliance on lay leaders.

### E. Whom are we serving?

Whom are we serving? Who is the clientele of home economics programs? Formerly the focus has been working with middle class groups in the community or captive groups in schools and colleges. As one reads the rich literature on helping disadvantaged families (3, 6, 18, 23) it becomes apparent that home economists are conspicuous by their absence. It is suggested that now financial support *is* available to reach *other* families as well as our established clientele.

Greater outreach can be accomplished by looking for new clients in the old settings or looking in new places for new clients. In schools, for example, the home economists move down the age scale to the elementary, kindergarten, and nursery school years. In colleges these have long been of concern to home economics. Older adults can also benefit from work in the field. All ages can be reached in settings not ordinarlily used by home economists. For example, housing projects are a familiar locale to Philadelphia's homemaker consultant program. Other locales may include community and youth centers, "store fronts" and service centers familiar to private, public, and church sponsored social agencies.

Institutions and clinics provide a potential nucleus for program development. For example, mental hospitals, institutions for retarded children and adults, correctional schools and prisons all relate very profoundly to families and their needs. Where is the home economist helping the hospitalized mother prepare to return to homemaking in her own home? Or helping the family whose husband - father is imprisoned? Or helping the family about to see a handicapped child or adult reenter the family after injury, illness, or surgery? Referrals from courts, mental health clinics, public health departments, indeed, the private physician are a source of clientele in need of service. Furthermore, the referee in bankruptcy sees families desperately in need of help.

## F. Content of Home Economics

All of the foregoing suggests another issue in new home economics programs - the content of home economics. Here it is suggested that the content become a total concern for needs in the total community. Family economics and home management needs to meet Caplovitz's families and their problems. Total family functioning should be the concern of home economics along with other family serving professions - social work, public health, youth agencies. Home economists need to face tabooed subjects such as the "causes" of family dilemmas. For example, the adequacy of welfare food allowances is a home economics problem. Obstacles such as graft, "business," "city hall" are part of the issue. Family planning is a crucial management problem. But where are the home economists working with this issue? Indeed, the work of Caplovitz and Rainwater, to cite two, ought to arouse some professional soul searching.

Total concern in a total community requires cooperation among professions. It is proposed that home economists at the national, state, and local levels seek out ways of cooperating with other professions and agencies. The AHEA-VRA (American Home Economics Association - Vocational Rehabilitation Administration) cooperative fellowship program is a case in point.

Finally, perhaps the American Home Economics Association can consider alternative ways of mobilizing forces within the profession. For example, certain pervasive issues such as direct and indirect services to families need to be considered by teams of home economists representing various specialities within the profession. AHEA can provide the climate for such integration. AHEA can also foster joint conferences or conference sessions with other professions - medicine, social work, law, public health - to name a few. Hopefully, such interdisciplinary cooperation would lead to joint appointments in more traditional settings - such as universities, social agencies, and domestic relations courts.

## Conclusions

In viewing home economics, Urie Bronfenbrenner has observed:

> ...home economics has allowed itself to be cut off from its roots, from the sources of vitality and strength which

> gave it unique social and scientific significance - its concern with the interrelation of physical, economic, social, and psychological factors affecting and affected by the home. (2, p. 17)

Factors affecting and affected by the home--these are the core of home economics program development for disadvantaged youth and their families.

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## Family Life of the Poor

Mrs. Camille Jeffers *

For fifteen months I lived in a public housing project as head of a family and as an employee of the Child Rearing Study's field staff. Our data were gathered by establishing contacts with sixty-eight low income families. Our approach was two-pronged, individual interviews and participant observation. Some of the families lived in the housing project; others lived throughout the city. With thirty-nine of these families we had from five to thirty interviews each. In addition to statistical information, we have general observations on events and neighborhood happenings. Participant observation by social workers, anthropologists, and sociologists gave us an interdisciplinary perspective on our material.

One of Dr. Lewis' (Director of the study) rules on the project was that it's not data until it is written down, until it's down where you can see it, and have it down to analyze. In my experience in the housing project, I kept a regular series of field notes on things that were happening, what I was doing and observing. After the data were collected, case by case, observation by observation, we analyzed it in terms of family composition, work experience, attitudes toward work, child rearing practices, marriage, and family behavior in general.

The low income population in Washington, D. C. is largely a Negro population. Thus, the majority of the families we studied were Negro, but we did have a number of low income white families. We did a selective process to get cases of different kinds of low income families - some receiving public assistance, some not; Negro families, white families, and Spanish speaking families. They were all urban families in the District of Columbia.

In using our data, one of the things we have been most interested in is to let it speak for itself. (That is why you see this notebook.) I really didn't come here so much for you to hear me as for you to hear what some of the low income families think and feel. We felt that there is very much behind the statistics and figures you get about low income families. Our interest is in terms of going behind the statistics and seeing what is there, seeing how people feel and think about themselves. What are some of the inner dynamics of low income living? What are some of the shadings in family situations.

How can these materials be of help to you as practitioners? The intent here is to take the data we have collected on a particular constellation of

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families, to arrange them in an analytical form, and to try to cite some of the interplay and specifics that we see operating in low income families.

Economic status was our basic criteria as we selected families. They didn't have to qualify by meeting some of the specifics of the descriptions of other low-income families, but by falling within a certain range. When we began in 1960, the popular terms of the day were "multi-problem families," hard to reach families, and "hard core" families. Some of these terms are still in use and in their specific ways they do have validity; but their validity, I think, is limited in terms of describing a total group. Sometimes the term that began in research material with a limited group, eventually ends up with a global application. These terms now have been succeeded by terms like "culturally disadvantaged," and "deprived" and the "culture of poverty," and "lower class culture." Somehow, as the British say, we muddle along and still talk about the poor. I think that many low-income people see through these labels and react to them in certain ways. There's no way to take the sting out of being poor, except to help people to become non-poor. No matter what terminology we use it's still the same thing.

In the "Contemporary Urban Poverty Syndrome," Dr. Lewis describes poverty as a medical syndrome.* A syndrome, as you know, is a collection of signs or symptoms of a disease. One of the things doctors attempt to diagnose is whether the disease is a single condition, or if it is several conditions. (If you have a cold, is it just your nose that's running, or maybe your ears are going to get stopped up, maybe your throat will get infected.) Poverty isn't a single condition, it has all kinds of rammifications that can thread throughout the family system. Then in terms of the analogy, what are some of the kinds of behavior that accompany poverty? What do you think about in terms of diagnosis of these behaviors? What are some of the prognoses? What are some of the implications for treatment? Let us try to relate our thinking about poverty to what we have learned from people, what they're saying, what their attitudes are, what their reactions are, what we have observed happening.

I would like to divide this discussion into two parts: first, the quality of life among the poor; second, child rearing patterns as we saw them among the poor.

Propositions on the quality of life among low income families:

The amount of diversity among low income families is overlooked and underrated in popular and scientific thinking.

Different types of families react in various ways to their life situation and their relative isolation from the rest of society.

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*Hylan Lewis, The Contemporary Urban Poverty Syndrome, A paper delivered to Howard University Medical School students, April 28, 1964, 15 pp., mimeographed.

Much of urban low income family behavior has a pragmatic, non-class, non-cultural quality.

A great deal of behavior among low income families reflects a straddling of goals associated with deprivation and poverty on the one hand and the behavior and goals associated with higher socioeconomic status and affluence on the other.

Among a considerable proportion of low income families observed, failures to conform in overt behavior to the so-called middle class values are due less to any lack of recognition of, and affirmation of middle class values than they are due to (1) lack of money to support these values, (2) a process of diminution in the will to do so, and (3) a lessened confidence in their own, and especially their children's life chances in the future.

Most low income parents show a greater conformity to and convergence with ascribed standards of parents of middle and upper income in what they indicate they want than in their actual behavior.

The life chances and the actual behavior of low income families are not to be confused with the cultural values and preferences of the families so classified.

Propositions on child rearing practices among low income families:

The range and the specifics of the child rearing concerns of low income parents approximate closely in range the concerns of middle and upper income families but these concerns vary from family to family.

Major priority among low income families tends to be given to meeting basic physical needs--food, clothing, and shelter.

The amount of income and the evenness of its flow makes a significant difference in child rearing priorities acted upon by parents.

The need to invest a significant proportion of energies into meeting basic physical needs on inadequate income can result in a kind of compartmentalization of child rearing concerns.

Many low income parents assess their own child rearing performance in terms of whether they have made advances over the child rearing circumstances and performances of their own parents.

The contemporary female-headed low income family in the city is less a survival of the slave tradition, less a reflection of cultural preference, than it is a result of the inability of the low income male to support his family.

## Living Poor *

My experience as a participant observer in a public housing project has been mentioned. I was to be a rent-paying tenant subject to all tenant rules and regulations. My basic task was to gain acceptance and to participate in the on-going life of the project so that I might observe, experience, and interpret some of the family and community influences on child rearing among the residents of a public housing project, a segment of the population that is by definition low income. My residence was to be as unobtrusive as possible; I was to be just another tenant going about her business in a natural fashion.

After I moved in on a cool, sunny morning, I waited a couple of days for some sign of recognition from my immediate neighbors but their doors remained closed. I have no doubt but that my eagerness for some sign of recognition resulted from my desire to relieve some of my unshakable anxiety and the gnawing little questions about intruding into other people's lives. How would they react to me? Would they feel I did not belong there? What would they think of the reason I was there? I became preoccupied with the explanation I would give for being there and spent my first few days polishing and re-polishing various versions. But no one asked for my explanation. I soon realized that people were much less concerned about me than I was about them.

Deciding that the first move was apparently up to me, I used the fact that there were no ice trays in my refrigerator as an excuse to establish direct contact with some one of my neighbors. I ventured down the hall and tapped lightly on an apartment door. The young woman who opened the door regarded me impassively as she looked down on me from her greater height and waited for me to speak.

Sitting in the court was a second type of activity that I started during those first weeks. As I sized up the court from my window, I noticed that there were two major groupings, one of older women and one of younger women. I decided to make my debut in the court with the older women -- for one thing, I was more readily identifiable with them because of my gray hair.

I had noticed that one of the older women, Mrs. Harris, was usually first in the court in the late afternoon. Seeing her alone one day, I hurried down to the court with my son and his tricycle; I started him off and headed toward Mrs. Harris. She was immediately responsive.

In addition to making contacts with individual families and the groups in the court, I started attending services of two of the churces in the immediate neighborhood. One church was connected with a small orthodox denomination and the other was a "Holiness" church which in the span of ten years,

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*The section which follows is based on: Camille Jeffers, Living Poor: A Participant - Observation Study of Choices and Priorities, 181 pp. No date, mimeographed.

had developed from a store front church to an imposing edifice with branches in several cities. I began as an ordinary church-goer making no effort to establish contact with the ministers.

The first few months passed quickly and it became evident that my problem was not going to be that of gaining acceptance.

From the beginning of my residence the primary goal was to obtain intensive and continuing pictures of a selected number of people and situations rather than a superficial coverage of all aspects of life. The purpose was to try to get to know a small number of families well rather than a large number superficially.

The receptiveness I found in these first few months made me know the real problem was going to be one of not over extending myself. Even with the imposing of limits my activities as a resident mother were many and varied. During those first few months, the things I did included the chats in the court with The Girls and the young mothers; visits with neighbors and to the homes of some of their relatives; trips to nearby beaches, the zoo and parks; attendance at a dance, a funeral, Sunday church services, midweek prayer meetings, gospel singing concerts, and a church youth convention; and the writing of field notes.

These activities of the first few months did much to set and anticipate the next year's patterns of living with my fellow tenants, neighbors, and friends.

## Family Types and Variations

I began to identify in a gross fashion three types of families among my neighbors and fellow tenants. The dividing lines were not always clear cut and there were gradations in between these crude categories.

Type 1. There was one group of families that divorced themselves and their children from project life as completely as they could. One such mother told me, "I have been here two years but I don't have anything to do with my neighbors. All my friends are on the outside and that is the way I want it." These families frequently disapproved of most of their neighbors but may have had one or two likeminded acquaintances in the project with whose children they permitted theirs to play. They tended to live behind closed doors.

Families in this category were striving to get ahead. They regarded public housing as a temporary expedient; they had no desire or plans to stay. They were geared toward moving up into rental of private housing and eventually into home ownership in one of the "better neighborhoods."

Type 2. A second gross category of families included those couples that differed from the first not so much in their orientation to life, present and future, as in their tendency not to dissociate themselves as completely from their neighbors. For example, they might have associated with classmates whom they knew prior to living in the project, or sometimes their associations were formed as a result of the wife's participation in the pre-school program of the Recreation Department or the husband's participation in the athletic activities of the Recreation Department. More characteristically, they might have been quite friendly with one or two of their immediate neighbors with whom they had developed mutual assistance arrangements.

The husbands' employment ranged from the stable to the unstable, and life for these families was a little more precarious than for those in the first category. They permitted their children more freedom than families like the Caldwells but still maintained considerable supervision over them. On the whole, among parents in this category, I got a sense of less explicit planning ahead for their children and of more preoccupation with the day-to-day physical care of children.

Type 3. The third rough category of families that I distinguished appeared to have the most extensive communication network in the project. This category included some one-parent families and families with the most inadequate and uncertain incomes; the task of keeping a roof over their heads and food in their children's mouths occupied much of their time. They seemed to know people on every floor; characteristically, their associations were tenuous and shifting, based largely on their shared needs for various kinds of help in child rearing and running a household, including baby sitting. Lack of funds affected their mobility and independence in such ways, it seemed, that inordinate amounts of their lives had had to be built around, or confined to, the housing project.

Their children had more freedom of movement outside the home than did children in the other two categories. As early as their second or third years, children from this third category of parents could be seen outside playing alone -- without adult supervision but supposedly under the watchful eye of a brother or a sister not much older than themselves.

## Pragmatic Mutual Aid

All of these families knew each other; however, their styles of, and occasions for, association differed. Quite a few of the tenants knew each other, having previously lived in the neighborhood, and having attended school together. There was a checkerboard pattern of friendships among the tenants. I never got any sense of a widespread and continuing cohesive group. Nor did I get any sense of either strong individual or group identification with the neighborhood and community among the residents I knew.

Many of the friendships and the informal groupings among mothers were related to the need for mutual assistance in child care and household management, as mentioned earlier. Some of these relationships had a temporary, make-shift character, growing out of baby sitting needs, for example.

The unspoken theme of the kind of mutual aid taking place in this urban setting was: "You take care of mine and I'll take care of yours."

Sometimes an informal barter system came into being when mothers did not require the same service or could not reciprocate with the same service; the mother might render some other service for which there was a demand.

Mutual assistance with household management tasks and problems was primarily related to borrowing a wide variety of household goods.

One might be inclined to think that the most frequent request for a loan would have been for money but this was not true in my experience. Usually the low income mothers the Child Rearing Study staff got to know did not ask each other for money loans. In most instances it would have been futile, or nearly so--money was the scarcest basic commodity. A request for carfare, for example, was more likely to be phrased as a request for a car token; a lender might have no money but still might have a week's supply of car tokens. Sometimes laundry tokens were borrowed for the laundry room. Rather than attempt to borrow money for food, a mother was more apt to ask for a specific item of food. Often this was bread, borrowed in slices, not loaves. Sometimes it was a cup of sugar, a cup of flour or an egg. It could even be a dash of salt, pepper, or cinnamon.

One of the reasons that no one expected to find much money in circulation, particularly among people who lived in semi-monthly and monthly incomes, was that the general practice was to pay bills and stock up on food as soon as the money came in. In a few days the money was gone and there was little or no cash on hand until the next check.

Part of the meaning of the scarcity of money among these mothers was etched in my mind by a remark Mrs. Todd made one day when I handed her a dollar a man had left with me to pay her for doing his wife's hair. Mrs. Todd, who lived on a serviceman's allotment, ruefully looked at the crumpled bill and said, "Looks like something is wrong with this. It looks so small. I haven't seen money for so long that it looks like it's shrunk!"

## Household Furnishings

The trends in furnishings were conventional with an emphasis on modern design among the young families who were just acquiring furniture. The preference was for matched suites, picture window lamps, pole lamps, coffee tables, dinette sets rather than kitchen tables and chairs, and colored telephones.* Sometimes a portable bar was in evidence and most families had a large screen television; some families owned a combination television and record player. The latest interest was in the acquisition of a hi-fi, generally of the portable variety. A number of the families had washing machines. While a particular apartment might not have all of these items, most of those I saw had enough to suggest the occupants' awareness of vogues and standards in furnishings.

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*Colored telephones were among the cheapest and most easily attainable status symbols available.

The acquisition of major items of furniture left many gaps beneath the surface. Dishes were depleted by breakage, linens became torn and frayed, scrub brushes and mops wore out, and irons needed repair. After paying on the major items there was seldom enough left to make the necessary replacements on expendable items. This was the time for borrowing.

## Housekeeping Ups and Downs

Upkeep of the apartments varied from the compulsively immaculate to the unbelievably sloven. One man refused to have a tenant meeting in his apartment for fear that some of the tenants might bring their children who, in turn, would soil his furniture. Some families maintained a fairly even standard of housekeeping and others showed greater variation. With respect to these fluctuating housekeeping practices I learned quite a lesson from Mrs. Todd.

Mrs. Todd went from one extreme to another in her housekeeping. On one day I would almost be driven out of her apartment by the acrid stench of urine, the soiled clothes scattered over the floor, and the dishes that had been standing in the sink so long that food remnants had dried hard on them. On another day I would find her house in apple-pie order after she had just been on a cleaning binge. More often than not the condition of her apartment would be somewhere between these two extremes.

I observed Mrs. Todd's inconsistent housekeeping pattern for fifteen months and gradually its fluctuating nature began to make some sense: her housekeeping was related to her mental state! If she felt good about something, she cleaned; if she was depressed, she didn't. Most often, whether or not she was feeling good was dependent on her financial situation. Her spirits would noticeably perk up when she received her allotment check but the effect was always short-lived. By the time she had paid her rent, the installment payments to the "three H's" and stored some food, she was at the start of another long moneyless stretch that was to last until she received her next check. But during her brief respite there was energy for housecleaning.

Housekeeping choices for mothers in straitened circumstances may be sharply reduced, just like housing choices are. The motivations and preferences related to the housekeeping behavior of some mothers in some situations are probably too quickly misunderstood--and the mothers too frequently labeled. For example, take the matter of insects--roaches and the like. When, like so many mothers in all walks of life, I was confronted with the problem of dealing with an incursion of roaches, insecticides became a regular item on my weekly grocery list. I could not help but wonder how many low income families could afford to buy as much insecticide as I bought, and to buy insecticide whenever it was needed. For many families, the hard choice was at times between buying insecticide and food. I am certain that many parents who are poor probably did just as Mrs. Todd did on occasions when she needed insecticides: She went without.

# Three Generations: Case Materials in Low Income Urban Living *

## Introduction

Our materials and experience show that families in the low income category in the District of Columbia are not a homogeneous group. Like other categories in our population, they exhibit more significant variability in behavior and outlook on life than frequently has been assumed and asserted. In structure they range from stable two-parent families to unstable one-parent families; in behavior, from the problematic to the exemplary; in emotional tone, from warmth and understanding to indifference and neglect; in education, from illiteracy to college background; and in outlook, from pessimism to optimism. And there are many graduations in between.

The purpose of these excerpts are (1) to present case materials on a three generation family in a rather full fashion, and in the subject's own words, in order to illustrate our references to variability in behavior and outlook; and (2) to suggest some of the implications of CRS findings in general, and of these case materials in particular, for parent and family life education.

The case selected is the Burke Family, one in which there was a series of 24 field contacts involving observations and interviews over a one-year period. The mother, Mrs. Burke, is the source of the bulk of the field materials on this family. However, the materials include observations of, and responses from a grandmother, Mrs. Nevins (Mrs. Burke's mother), the husband of Mrs. Burke (father of ten of her eleven living children), and some of the children in the household during the field contacts.

Hopefully these case materials may provide glimpses, and some insight, into day-to-day demands of low income living and importantly, for our purposes here, the relationship of some of these demands to the establishment of priorities in family living and child rearing.

## Parents: Mr. and Mrs. Burke

Mrs. Burke's views of the past and the present -- Mrs. Burke, the forty-three-year-old daughter of Mrs. Nevins, has been married 22 years. She came to Washington, D. C. 19 years ago to live with a sister. She had separated from her husband because of his drinking and mistreatment of her; sometimes he would hit her "as hard as God would let him". Her father had encouraged her to separate from her husband.

Mr. Burke followed his wife to Washington after promising his father-in-law to do better and after getting his wife's consent to a reconciliation. The improvement in his behavior was short-lived; yet the Burkes have remained together. Their eleventh child was born during the Child Rearing Study's field contact with them.

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*Based on Mrs. Jeffers's Three Generations: Case Materials on Low Income Urban Living, 35 pp., No date, mimeographed.

Mrs. Burke was preoccupied with providing her children with the basic necessities. In this child rearing responsibility she saw herself less fortunate than her mother.

Physical care:

> No, this isn't anything like the way we was brought up. We was poor but not this poor....
> We had sufficient clothes. My mother took good care of us. But my children don't even know if they are going to get food this day or the next.
> I was brought up right. My father was nothing like my husband is to his children. My father tried to take care of my mother and us. When my mother said she wanted some food, my father went out and got it every time she needed it.

Parental love:

> I would not call this a close family because ... my children are just too far apart. They don't cooperate with one another and their father does not cooperate with them or me.
> They don't do like we did. When my father came in he would play with us and take us on his lap. But these children's father does not want to do anything but beat the children when he gets drunk ... None of these children can climb up in their father's lap.

Mrs. Burke concluded:

> No, I would not change places with my children because I don't think my children are happy.

A wife's view of marriage -- Mrs. Burke may have seen her own childhood as happier than that of her children but she did not see her marriage as happier than her mother's.

> She (her mother) told me how men are and how a lot of them try to sweet talk you and then do no good ... how some men try to put things over on you.
> I was 18 years old when I learned about marriage. It was then my mother told me not be messing around with a man who drinks. But then I got myself all tangled up with this man of mine.
> I don't know why, but my husband was the only man I could care for. I knew he drank but it looked like to me he liked me a lot. And when he did drink he showed that he respected himself and me.

The man in the house -- The job which Mr. Burke had lost because of his drinking was a porter's job with a pharmaceutical company at $60.00 a week. After a period of employment, he started earning $52.00 a week at a chain restaurant as a kitchen worker. His total monthly income was considerably less than a public assistance budget for a family the size of his.

As Mr. Burke talks about himself, bits of bravado and belligerence are matched by words of self-depreciation and intimations that he feels some isolation from his family.

Work:

> I like best in a man the way he carries himself. He should keep clean and neat and he should talk right and do right by his family. Yes, a man should take care of his family and work and bring some money in and give it to them the way I do.

A wife's duty:

> A woman should be a good cook and keep the house clean. My wife is a good woman. She keeps this house very clean. I've got to give her credit for that. She is always here when I come home too. She don't mess around with another man. Yes she is a good woman and she sure does try to do right.

Male prerogatives:

> I am the man in this house and I'm not supposed to be responsible for taking care of these children and working too.

* * *

> I'm a working man and I go to my job every day. I don't have time to be around here with these children.

The persistence of hunger -- At one time Mrs. Burke had done domestic work to augment their income but she stopped after a hernia operation. After she had to stop work, she chided her husband for not finding a second job. Management of the limited income was difficult particularly when her husband spent some of his earnings on drink. He got two meals on his restaurant job and that helped some as she only had to worry about food for herself and the children so long as he held that job. Her twenty-four-year-old son, Donald, who worked at a city market, gave her some help; her thirteen-year-old son Kenneth shared his weekend earnings at the city market; and nine-year-old Harold was willing to share the tips he got from carrying groceries at a neighborhood supermarket.

> We just find it hard to get along on $52.00 a week. We budget the money but we have to pay part of our rent every other week ... $37.50.
> On those weeks he has only $9.50 to give me for food for the family because he has to take $5.00 a week for carfare to get to his job.

> Other weeks he pays $15.00 on the gas and light bill and that leaves me only $32.00 to take care of everything else in the home for that week and the next week too....
> It just keeps me with a headache when I try to manage.

Mrs. B: (About applying for surplus food)

> I am sick and I couldn't go, plus I didn't even have the carfare..... He (Mr. Burke) just won't go. He told me there was no use going down there because he wouldn't know what to tell the people. I told him all he had to do was to go down and tell them what the family situation is and how much money you are making. He said that I could talk better than he can to them and so he just wouldn't go.

Mr. B: I been down there a whole lots of times and they don't pay no attention to me when I go. The last time I was down there they told me they couldn't give me no more food because I was working.

Mrs. B: You haven't even been down there.

Child rearing priorities and behavior contrasts.-- In the Burke home there was little money and many child rearing demands.

One keynote of Mrs. Burke's mothering behavior and admonitions was the material and moral value of work.

> If you learn a child when he is young, he will always want to work. Now when I was 13 I was working for a white lady. I always wanted to work. I was happy when I was working.... Working keeps children's minds off stealing things. When they learn how to work when they are young, then they learn how to get money if they work for it. And then they won't want to steal.

The educational deficit.-- Mr. Burke, according to his wife, could neither read nor write. Mrs. Burke claimed an eighth grade education for herself; yet she had Frances write the letters for her that she sent to her son in the army. Mrs. Burke's mother was apparently right when she said that her children had not learned much in the five-month school years of their South Carolina youth.

Mrs. Burke showed an interest in her children's education, and she thought some of them were especially apt and interested in school. She expressed dissatisfaction about the quality of education that they were getting in their present school. She compared what they were getting there with what they had gotten in a previous school.

> They don't learn much at this school...and they don't have as much manners and respect for other people as they did when they

> were going to the other school.
>
> * * *
>
> When the children went to ______ school over near ______ Street they lived to go to school every day. They never wanted to be out of school, but over here they don't want to go to school some days. They liked the teachers better and they say that they learned more when they were over there.

Health and health problems.-- The Burke family consistently went without medical treatment for adults and children. Mrs. Burke had never had a second hernia operation which had been advised. Mr. Burke's pyorrhea remained untreated and his wife suspected him of trying to conceal deafness in one ear. At the age of six the twins had not been vaccinated.

Sometimes the reasons for this behavior seemed apparent and at other times they did not. It was clear, however, that the health needs of the family did not have the same high priority as the need for food.

Lack of baby-sitters and money for carfare and fees:

> I have been sitting here wondering who I could get to help me take the children to the clinic....Frances is not able to help me. She has the awfullest cold.
>
> My mother could not get over here if I phoned her because there is no way that she could get over here. My brother can't get his driver's license until he gets some insurance. If Evelyn helped me, I would need somebody to stay with these other children while we took these two little ones to the clinic.
>
> * * *
>
> I took Dolores down there to ______ Hospital three times and each time they told me not to come back again unless I had the money to pay them.
>
> After sitting there all day and because they gave me such a hard way to go talking so much about nothing else but money, I just didn't ask them where I could take the children to get them treated free....
>
> I have been to the city hospital but that hospital is very far out and I don't have car tokens to even take the children there.

Comment

These case study materials are descriptive of some of the ways in which members of this large low income family sought to carry out their family and child rearing responsibilities. Although a single case, it provides insight into situational factors that affect low income living as well as indications of the interplay within families. It hints of reasons for the selective participation of the family in the neighborhood and larger community, and it suggests that any tendencies automatically to equate marginal economic status with personal and group inadequacy--with the assorted negativisms of the day--should give practitioners and students of family life much pause.

Three aspects of these materials on a low income family warrant further comment; they are often overlooked in discussions about low income persons and families. They are indications of (1) the kinds of situations and some of the occasions that harshly force adjustments to the pressures of day-to-day living; (2) the effect of the family life cycle on parental behavior and expectations, especially in relation to children; (3) the precarious position of the low income male, inside and outside of the family.

Wants and wishes aside, the number one priority of Mrs. Burke, and of many families like hers, is food. If there is nearly sufficient food, then clothing comes next in the rank order of actual wants. In her unending struggle to meet these needs Mrs. Burke had to make hard and costly choices--such as keeping the children out of school even though this was not what she wanted to do. CRS' materials show clearly that many low income families are forced to make choices--or for some reason, act in ways--that are incompatible with what they want or say they want.

I recall Mrs. Burke's behavior when her daughter became pregnant. The horns of her dilemma were the threatened loss of a household helper if her daughter left on the one hand and, on the other hand, the embarrassment, shame, and costs of having an unwed mother and an illegitimate child in the home. Her decision to take in her daughter and grandchild did not negate the shame and embarrassment she felt over what had occurred.

Many, if not most, low income families find themselves straddling two ways of life as they try to, or express the wish to be able to, meet selected middle class goals but find themselves bogged down and pulled back to "basics" by the demands of daily life.

A related aspect of low income living manifests itself in this and other cases in the kind of compartmentalization of life that frequently results from the pressures of not enough money and its uneven flow. Much of Mrs. Burke's energy and preoccupation is tied up in providing food and clothing for her children and seeing that the household chores for a large family are done. She gives physical care very high priority, so high that it sometimes appears to dwarf, if not exclude, everything else. For example, she never gets to work on attempting to set in motion consistent ways of dealing with health problems in the family.

These and other materials give some insight into the reasons why some mothers in low income families--with and without fathers present--function very well in coping with the physical aspects of child care, particularly of young children, but appear to function poorly, or not at all, in other important areas of child care.

The picture given here of this three-generation family also offers clues as to the ways the life cycle affects some low income parents' outlook on life and their child rearing practices. Mrs. Burke's out-look is to some extent colored by her years of hardship and feelings that she is actually worse off now then she was, not only during her childhood, but during the early years of her marriage and child rearing. Her husband, Mr. Burke, at 49, is without the optimism and pride he displayed when he was young and twenty. Mrs. Burke's daughter, Frances, has a "nice apartment" and a car--apparent advances over her grandmother's outhouse and well water; however, the crucial questions are: Will she and her brother, Donald, be able to maintain the optimistic outlook they now have and later see themselves as having shown movement or achieved a modicum of security and satisfaction? Or will the erosion of poverty in time reduce them to their parents scuffling and near abdication of hope for a better life here for themselves, even if not for their children.

In much of the literature about low income families the father and husband is a shadowy, sometimes non-existent, figure. Present or absent, the man's influence (or lack of it for whatever reasons) is an especially critical factor in the low income family. Our materials indicate that the major problem is not one of educating most low income men to their responsibilities as husband and father; like Mr. Burke, they are too often painfully aware of their responsibilities, and of their inability to meet them adequately and consistently.

The case materials on the Nevin-Burke-Jamison low income family saga bring to mind the fallacies and dangers in any tendences to ascribe to everybody in a broad category of the population--such as low income--characteristics that are found in some of the persons in this category. In a similar fashion, any tendencies to make "low income family" synonymous with the hard-to reach family, the multi-problem family, the culturally deprived family, the disorganized family, and the socially disadvantaged family are misleading and no basis at all for planning. The tendencies mentioned are all the more tragic if the intervention and helping approaches and techniques associated with these popular terms are used as if they are interchangeable and applicable to all segments of the low income population.

This case study and the weight of the experience of the Child Rearing Study suggest that service programs designed for low income persons and families should proceed from an awareness of the different levels of knowledge, competence, and optimism that exist among them.

Programs in parent and family life education needs must be based upon clarity about (a) what specific segments or types within the low income population concern the educational and welfare specialists; (b) what specific behavior and characteristics of this type or segment concern them; (c) the time and place settings in which the behavior occurs; (d) the shifting, straddling, compartmentalized quality of much of low income life; and (e) the signal importance of the man's (especially the low income man's) being able to act like a father and a husband.

# The Youth We Haven't Served

Barbara H. Kemp*

Only in the past four to five years we've recognized and acknowledged the existence of that part of our population which has been living in poverty for generations. Michael Harrington's The Other America brought to our attention the situation which exists for 35,000,000 Americans among us whom we've never really taken the time to see. The fact that the country responded to this challenge reflects the deep concern of our national leadership and a recognition that to allow this condition to continue is too costly to our national welfare in both human and financial terms.

In recent years we've seen legislation passed to set up programs to help the disadvantaged: the Juvenile Delinquency and Youth Offences Control Act of 1961, the Man Power Development and Training Act of 1962, The Area Redevelopment Act of 1961, The Vocational Education Act of 1963, The Economic Opportunity Act of 1964, the Appalachian Act of 1964, and finally, the Elementary and Secondary School Act of 1965. Most of these acts placed a primary emphasis on education and employment.

Having neglected the disadvantaged until now, we've been caught unprepared with programs, know how, materials and staff. Therefore we must put much time, energy, and money into training, research, and experimentation with pilot programs until effective techniques are developed and conclusive results of the success are achieved. There is no single formula, nor any magic one to solve the problem. We are talking about 35,000,000 individual different human beings who perhaps have different needs and problems. Each person in each profession must, in what is really too short a time, learn to know the people we're hoping to serve, be familiar with programs now in existence, be current with the latest research findings, and be aware of other institutions and agencies we should be working with. This is a job that can't be done alone.

The first qualification which must be possessed by those working in this area is empathy: the capacity for participation in another's feelings or ideas. Without this quality much of what we try to learn or try to do takes on a mechanistic approach. With it, I feel, many things fall into place.

As I use the term disadvantaged in this discussion, I'm referring to those youth and adults with academic and socioeconomic handicaps, which prevent them from succeeding in the regular educational programs. These generally include persons who live in communities or come from families where there is a combination of some or all of the following characteristics: migrants, rural Americans, Negro Americans, Mexican Americans and Puerto Ricans. These include people with low incomes, poor educational backgrounds and preparation, poor health and nutrition, families where the head is semi-skilled or unskilled, and people in communities where there is excessive unemployment. Included also are those who belong to ethnic groups which having been discriminated against or having difficulty in assimilating into the majority culture, are isolated from cultural, educational and/or employment opportunities. Due to a combination of environmental or historical factors, the lack of motivation for obtaining an education or acquiring a job skill, are dependent on social services to meet their basic needs, lack the political power or community cohesiveness to articulate and effectuate their needs.

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Now I'm often asked the question, "How do you motivate these youngsters?" What is really being asked is, "How do we get these young people to accept our middle class values and then act accordingly?" If that is what is really being asked, then I think it behooves us to critically examine middle class values and their implementation.

Knowing the characteristics of the youth we haven't served will help us find out what we can do to help them. As Mrs. Jeffers' study of low income families, in Washington, D.C., found, these families do have middle class aspirations but they cannot afford them. Too often they are not given the opportunities to obtain the funds to afford them.

Many studies indicate that better housing and decent living environments, good educations, steady jobs and material goods are considered desirable by persons at all income levels. I understand that during the hearings on the Economic Opportunity Act, one of the witnesses told a congressman that he was listening to a program by Art Linkletter and he asked a little Negro girl who she would like to marry when she grew up. She said, "A man with a job". This made a great impact on the congressman.

In another Washington study sociologists talked to 14 and 15 year old boys. Their approach was, "If we had a TV camera and we wanted to show the country what your neighborhood was like, what would you like them to see?" The response from these boys was most interesting. There was really nothing that they wanted TV cameras to see in their homes or their neighborhoods. The boys resented their situation and felt intensely insulted by the appalling conditions of filth, dilapidation, neglect and violence that they lived in, the patterns of adult behavior, the drunkenness, the public fighting, the public use of foul language, the beatings, the shootings, the prostitution, and the world of disorganization they were involved in.

They saw themselves treated as enemies of society. They felt that the police were against them, the playgrounds were locked and they were always chased away. Even if they were just looking around, because they had a dime in their pockets, storekeepers would think that they were ready to shoplift and chase them away. They couldn't go into the alleys, which, aside from the streets, were the only place for them, because the adults, the bums, were there and they didn't want the kids around.

They saw the police as unnecessarily harsh to them. They were asked what they saw that they needed. The kids said that they needed more recreation centers, camps, playgrounds, and some places for dances. They wanted clean neighborhoods and homes. They saw that negative excitement is a bad thing. They wanted to establish some relationship to the larger society.

As another part of that study they asked the boys, "If there were a fire in your home, whom would you rescue?" Some of the boys said they would rescue their mother, but I thought it was interesting that many of them mentioned a younger sister or brother. One boy said he'd rescue a crippled girl next door. This sensitivity to others who are in a situation worse than theirs is one of those strengths of the poor that Dr. Reissman says we should be building upon.

Youth respond to opportunity. The number of youngsters responding to the various Youth Corps projects, the MDTA projects, the special schools for dropouts, and even those who stick out school when they feel they are learning nothing useful from it all, indicates that youth do respond to opportunity. Because of the spotiness, inconsistencies, and lack of commitment on our part, that opportunity is unfortunately an illusion for too many. Some become apathetic and lethargic, others impelled by frustration participate in actions, sometimes violent, to gain the attention of the power structure and remind them of their problems and anxieties.

Let us review a few of these middle class values. One, coming from the Puritan ethic is that work is virtuous and one must earn one's own bread. The actual situation which they are confronted with is that the number of jobs for which they can qualify is diminishing in ratio to all jobs, while the number of poorly educated and poorly trained rises. Our society has been unable, so far, to provide enough jobs at the unskilled and semi-skilled levels to the numbers of non-college bound high school graduates, the dropouts, and the untrained who are in the job market and want to get started. At the same time our efforts in training for jobs for which there is or will be a demand have been small.

The second one of our values says that the man is the breadwinner for the family and that the family unit is important to our society. For many years children needing financial assistance through the public welfare system were not eligible if there was an employable male in the house. The fact that the father is unable to get a job seems to reflect, according to us, only on the father. One can only conclude that we are violating our own values when we administer such a program. At the same time we seem to be violating our own values for our own selves. TV programs, especially situation comedies, portray the fathers as incompetents who can be easily fooled by their wives and children.

The emphasis of the anti-poverty programs is on youth. If resources were limited, perhaps this would be the best approach. Another approach would be one more in line with the middle class values we profess. Rather than continuing a situation where there is heavy unemployment among the adults and simultaneously creating jobs for youth under the Neighborhood Youth Corps, even under our work study program, it would seem to make some sense to have a massive public works program for the parents. Encourage the youth to stay in school, even with scholarship aid, until they can acquire the real knowledge and skills they will need for jobs in the next decades rather than have them clean up around the school yards, doing some dishwashing and what have you.

A third middle class value is that education is valuable in and of itself. Also, one's earning capacity increases as more education is obtained. You've all seen posters and brochures encouraging youngsters to stay in school, by tantalizing them with the rising potential of annual or life time earnings with each additional degree that they get or obtain. It's hard to convince some youth of the truth of these statements when Negro college graduates have found that it's sometimes hard for them to get jobs when they are competing with white boys with a high school diploma.

But an equally disagreeable fact is that the schools have created such a climate of rejection for many of the disadvantaged that they have discouraged the youngsters from getting the most out of school. It has also been shown that businesses, because of the unemployment situation, have set their own standards on high school graduates and diplomas. We do know that many dropouts are of average intelligence. Indeed, many of them are above average in intelligence; they are the ones who are smart and who drop out because they know they aren't getting anything from school. These kids could probably do the jobs if they were only given the opportunity. But here business has set the standards for employment and therefore the dropouts are left unemployed.

A fourth middle class value we have is that cleanliness is next to godliness. The ads tell us it even makes for popularity in marriage and job promotions. And yet, we allow people to live in slums. The environment is brutal in these slums. Health is expensive to maintain. Health is almost a fourth priority next to the basic three and the poor are often, as we know from our figures, the sickest as well as the poorest. Also if you've heard of incomes that come from welfare, you know how hard it is to buy soap, how costly it is.

The fifth middle class value which I would like to talk about is that children are important to our society. They are important, but yet it's hard for many families to find housing because children aren't wanted. They're important and yet we allow, what we call the latch key kids. You may be familiar with this term, the kids who go home after school with latch keys because their mothers are out working and they have no fathers so they are on their own. We don't provide child care centers to the extent necessary. We stigmatize kids by calling them delinquents. We lump them together in this terminology. We don't provide the recreation, or the better schools, or the better environments that they need.

Those are just five middle class values that we profess. When you look at them closely the opportunity for the disadvantaged to get into the middle class is quite limited.

Now, let us turn to what we call deviant behavior among the low-income groups. Dependency: There's much looking down upon those who are on public welfare. We say that they are lazy. You know that many people do not want to be on relief and they take the first opportunity to get a job. Some of the poverty figures indicate that 50 per cent of those in this low-income category of $3,000 or less, are families with a white male working full time. Yet the income that he is receiving is not enough to keep his family at a minimum income standard of living. When people get off relief they want to be sure that they are getting off into an earning capacity which is worth getting into and a worthwhile job.

Cheating and swindling: How often do we hear of people who are cheating and getting onto welfare? Well, there are certainly a few welfare cheaters. A study in Washington showed only a small proportion cheated and sometimes these turned out to be misunderstandings.

Divorce: We look at the comings and goings of males into some of the households in low income areas as break down in family cohesiveness, and as very bad for the children. Yet, we know that in our country the figures show that one out of four marriages ends up in divorce. This is a pretty regrettable figure and we're concerned about it. However, I think it's the same kind of break down of family cohesiveness as in low-income families.

Illegitimacy: Illegitimacy is another example of deviant behavior which is not encouraged and is frowned upon. In the middle class families and the upper class families we know that illegitimacy exists. We know though that many of these girls can be sent away, that families can pay for abortions, or that families can encourage other families' sons to marry their daughters so that this illegitimacy stigma is wiped out. The disadvantaged do not encourage illegitimacy among their society.

Crime: The only difference to me is that among the middle class families where education has been gained, crime is violence: a physical reaction, whether it's hate, love, passion, jealously or just stealing. In the alleys, when I worked in Washington, I saw women walking around with scars on their necks or on their arms. This was a pretty violent form of expression of dislike for somebody, but I've also heard about snubbs and more emotional ways of treating women whom one doesn't like.

I wanted to bring these ideas into our exploration of middle class values, because I think it's important that we recognize how complex the answer has to be when we ask how we can motivate these kids. "The Youth We Haven't Served" is a challenge to vocational education. It is a composite of a lot of research and thoughts on the characteristics of the youngsters, their strength in learning, what the teachers see, and how the kids view school as a dull, boring, tedious, getting nowhere experience.

Leading from "The Youth We Haven't Served" I'd like to get more specific in terms of home economics, suggest generalizations, and see if we can discuss your particular needs. Certainly it is almost a hopeless situation unless we do work together with others. Therefore, I would say the home economists in general must take the leadership in many respects. First, of course, is to work against prejudice and to respect others for themselves. This has to be expressed in the classroom, as well as with the staffs and the administrators.

Family planning and sex education must be almost number one in any school program. The incredible lack of knowledge that many of these families have in relation to reproduction, parenthood, and child care is astounding. I hope that the home economists will take up family planning and sex education and would almost encourage that birth control information be given in the schools.

A home economist could help in community organization. She could help the girls and their mothers understand how they can change their environment, how they might organize, how they might go to city hall, what their rights as well as their responsibilities are. Too often the slum areas that I have seen, the women and men don't know their rights in the landlord-tenant relationships. They don't know that they can go to city hall and demand. Home economists could discuss in their classrooms how to get child care centers, how to get changes in the school program that would meet their needs, how to change their home environments, how to organize, how to demand those rights, as well as how to recognize what their own responsibilities are.

Consumer education is a very tough problem. The poor pay more because they lack the cash to buy economical quantities, to pay without credit charges, or to travel around to do comparison shopping for values. The usual loan sources are not open to the poor to permit them to avoid high interest rates. Often being illiterate as well as poor, the "have-nots" are susceptible to fraud and deceptive practices. To solve this problem you'll have to use your imagination. They don't have time to shop around. They have kids at home and you don't want to encourage them to leave five year olds in charge of three year olds. They don't have the money to pay the car fare to go downtown to shop around (many of them haven't even been downtown). You can help them learn not to be taken in by the traveling salesmen who come door to door. A dollar down and a dollar a week sounds good. They don't tell them how many weeks and of course, the items are incredibly overpriced. The fact is that you, as a home economist, might have to work more on this item yourself than your local organizations.

When I went around from family to family, I found parents had a great deal of love for their children. When I think of kids coming back to castles or estates but their mothers are out country clubbing and their fathers are out working, it's just as bad as a latch key child coming home to a house where there are no parents. Low-income parents are quite concerned about their kids. Their concern for better housing, better schooling, and better clothing was most evident to me. I think you can build upon this, recognizing that the terminology and the long range thinking we want to use are not going to be effective. These mothers want to know what they can do now, in very easy terms.

Youth groups. Many of these kids in school do not take part in extracurricular activities. They feel rejected; they don't have the time. The competitiveness of middle class youth groups--FHA, Girl Scouts, what have you--is something that many of these girls can't keep up with and therefore they don't take part. It would behoove us in working in the lower-income neighborhoods to try to set up youth programs and get recognition for the effort (not for the amount of money or the fanciness) that has been developed by the girls. Getting some of these girls involved in youth groups and encouraging them to participate in extra-curricular activities, is a way of getting them to feel a little more a part of the school.

Working with adults is another area. When I went out to St. Louis to visit an MDTA project for 19 to 22 year olds, the instructors said that a big problem for those boys was the use of money. And they needed that money to pay their bills right then. To try to suggest to them that if they'd only stick it out and get better training, they'd be getting better salaries in the end and better jobs which would not be terminal, and where promotions would be possible. I suggested that it might be very helpful if they would get the cooperation of the home economists from this program to work with the mothers, the girl friends, the sisters of the trainees. They could have them come in for a weekly seminar to discuss a little of child rearing, family management, budgeting, and so on as an attempt, at least, to see whether that might help.

There are certain generalizations concerning the educational components of programs that you might consider in terms of what I've suggested for home economics. One of the things to be remembered in programming for the disadvantaged is that the range of intelligence is as wide and varied as it is for middle income groups. Many low-income girls don't want to go into domestic work; that many of these girls have the intelligence to be child care helpers, aides, and perhaps many of them would go on to college if they had scholarship aid.

I'd like to suggest for you to look into new areas that home economists can work in. I've been thinking of new careers in terms of community organization aides, recreation aides, child care aides and social work aides.

We in vocational education can do a great deal in training persons so that they will have had two, three, or four years of training in some of these skills and really be aides to more professional workers. At the youth center at Howard University they had seven boys and three girls taking recreation aide, child care aide and research aide training. They asked the boys and girls themselves to pick out the area they wanted to go into. Surprisingly enough, three of the boys said that they wanted to go into child care. The psychologists asked them why they wanted to go into child care work instead of recreation or research. These boys said there were two reasons. One was that they were of the same age as many of the boys who would be in the recreation areas and they were afraid that they wouldn't be able to handle some fights or situations that they might run into with their peer groups. They just wanted to avoid that. The other was that they recognized that there were not enough adult male models who could be looked up to as guides for future careers or for what we consider good behavior. The boys felt that many of these two, three, and four year olds were not having enough of this type of experience and relationship. They felt that even though they were 17 and 18 year olds that they might be a helpful factor for the little children.

The problem is, of course, will there be jobs at the end? Now that there are community action programs, there could be more child care centers. In view of the characteristics that we have seen, we've got to be flexible in the kinds of instructional materials and the kinds of techniques we use. On the job training is much more effective than theoretically describing what the job is. I think if we can go into cooperative work in home economics as we have done in distributive education and have on the job training combined with classroom instruction, perhaps in the junior and senior year, this will be much more meaningful to the girls. Perhaps this will help hold them in classes much longer than just teaching them in the classroom and taking the chance that they may drop out.

Use material that they can handle. It's also important that you praise and compliment small progress. Give them individual attention. They've been rejected. Many of them have been failures for so long, that just knowing that they can succeed offers some hope.

Let them teach you. Listen to them. Let them tell you what some of their needs are before you suggest the kinds of programs and the kinds of materials you think are good for them. They'll help teach you what the curriculum and child guidance needs and concerns are. I think they can help you set up that curriculum.

The physical environment for learning is important. I've been depressed occasionally when I hear, "Let's set up schools in slum areas. Let's convert an old factory building or something." This is not the answer. They are as much aware of their physical environment as they are of what you're doing with them in learning situations. They have enough of a physical environment of dirt, dilapidation, deterioration, and neighborhoods that are hard or unsafe to get to.

It is important that classrooms, or whatever the physical environment is, be a healthy, lively, colorful one. In many cases the kids who have dropped out of school, did so because they hated it. If you're going to bring dropouts or adults back, you might just try another setting. You might try to have the classrooms in a food institution or a child care institution.

Use success symbols. You don't have to take Marian Anderson or Jackie Robinson. There are many people today who can be used as success examples in terms of a good job, which has hope of promotion and where people are respected.

Teach by showing the disadvantaged how to do things. Don't worry too much about why things ahould be done in some particular way. They want to feel, they want to see results right away. If you can show them how something is done, let the why part come slowly.

If during summer times, or during your spare times you have any volunteer hours to give, I would suggest working in social agencies or in school programs in disadvantaged neighborhoods. Encourage any students who want to become teachers to work in disadvantaged areas in their student teaching so that they can become familiar with the problems. The poor have been patient with us for many years. It behooves us to be patient and recognize that change is a long time process. We have denied them access to middle class goals for so long there's got to be some unlearning done on both our parts.

Evaluation of our program should be realistic in their terms. The environment that you teach in, not the physical but just the classroom environment, must represent success to them. If school seems to be a place of constant punishment, they're obviously going to be avoiding school, they're going to be tardy, truant, hostile, or apathetic. I can assure you that if you call on them and they fail, and they keep failing, they're not going to respond. They're either going to drop out or refrain from taking part in the class because for so long the environment of the school has represented failure.

## A Challenge to Affluence

The obligation to give its young people the opportunity to acquire knowledge and skills and the opportunity to put them to use when acquired is one of the greatest obligations of a democratic society. With proper motivation and guidance, socioeconomically handicapped youth can then make their contribution to society and achieve personal satisfaction.

The threat of dependency becoming a hereditary way of life has not been brought about by any inherent lack of ability in certain segments of our population. No particular group has a monopoly of the qualities needed for a satisfying and successful working life, as the melting pot tradition of America amply proves. Every ethnic and religious group has participated in the building of this Nation. The present explosive and tragic situation has come about chiefly as a result of ignorance and apathy on the part of society as a whole. In recent years it has been aggravated by the dizzying pace of technological change which has displaced many workers and abolished the entry jobs which formerly helped the unskilled and semi-skilled make their start in the world of work.

There is no magic formula for the solution of this problem; nor is it enough to replace rejection with concern. For socioeconomically handicapped youth, the only reliable and lasting solution lies in education and training. It is from the strengths and support which education can provide each student that much of the motivation toward responsible citizenship will come. Every educator is involved. For those in the vocational programs, the recognition of each individual student's worth and potentiality, and the attempt to meet his needs are major contributions. The prime requisites are imagination, initiative, courage, and willingness to begin.

# Am I My Brother's Keeper ?

Mrs. Margaret Skell*

In a way I am grateful for my assigned title: "Am I My Brother's Keeper?" Following the time-honored way I went to Webster to look up what a keeper is, I found that he is "one who guards, keeps, maintains or has custody as in a prison".

We all know the story of the good Samaritan with its tale of the impulsive helping that was given by one person to another in need; the sense of gratification being the man's only reward for his expenditure of time and money spent on a despised person. This has been held up as a model of how we should help other people. Through the centuries we have seen attempts to motivate people to help other people by the mutual aid principle which operates: I help you; you help me.

However, as a society we find that as the complexity of the problems has grown over the years, it hasn't been enough. We saw this long ago when the early, most fundamental primary group help wasn't enough to keep people from starving to death or from suffering when they were ill because they weren't taken care of. Through the years, we have seen people organizing themselves sometimes through churches, guild associations or mutual aid associations saying "This is the group that I will help. I'll help them because if I'm in that situation they'll help me". So there was the initial growth of the private agency concept. But even that didn't seem to be enough because people were still starving. There was still a need.

In Germany, for instance, there developed systems in which the towns designated an area within which volunteers helped the people in need. They got to know them. They not only went to relieve them of their immediate problem, but to help make good, stalwart, worthy citizens out of them. The solid burghers of the community believed they had a right to boss these people around and tell them what to do and how to go about doing it. There are limits to that, too. But the seeds of that are in the backgrounds of the laws which were later passed with the continuing broadening of responsibility in the public field.

Our own tradition comes from the very repressive English approach. The old documents are pretty harrowing. Take for example the punishment for begging. The beggar was tied to the tailgate of a cart and whipped through the village out the other side, on to the next one and the next (depending on the generosity of the people administering how far this went) till he would go back to the place where he had come from and where he therefore belonged. These repressive measures, including also prescriptions for unmarried mothers or even for widowed mothers, eventually led to the devising of almshouses. You have read Dickens and many other things which document the horrors that developed in these houses where they were "kept, guarded, maintained" and in a sense imprisoned. But this didn't seem to be the answer either.

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Then came the outdoor relief principle in which people were helped in their own homes. This brought other horrors, such as undermining people's self-direction. A great many of the attempts to remedy these things ignored some of the great economic factors presented by the closure of the large estates and the ending of the feudal system with the coming of the industrial revolution. This resulted in the disruption of peoples' way of life: the way of life that had been their parents' before them. Today we are faced with this kind of thing with the impact of automation.

As a society we feel that we have come much beyond that. We now say that we are moving to the stage where we're going to try not just to pick up the pieces after people get into difficulties (a residual approach) but we are going to see if we can't have a social institution in which we try to anticipate the trouble spots and to head off possible difficulties (an institutional approach). The philosophy behind that went into the Social Security Act, the Economic Opportunity Act and the Vocational Rehabilitation Act all indicates the degree to which we have moved in this direction.

Our whole system of social welfare is involved with all sorts of insurances, agency resources and educational resources. We look to some extent to the profession of social work as being a way of coping with needs. Helping the people who have a need, either one that they recognize now or one yet unrecognized, to relate themselves to the resources of our great society in such a way that they can operate more effectively and with less disaster for themselves, their children, the present and the future, is an ambitious order.

A social worker is one who is professionally trained and has the seal of approval. It is a nice large parchment with a big seal on it that shows you are a member of the National Association of Social Workers, that you have gone through college, had two years of graduate school, been supervised in an approved agency and know lots of answers. True you may not know all the answers, but you know a lot of them. Simply getting the stamp, of course, doesn't make a person a paragon. Life is too complicated for that and it gets more and more complicated.

As a profession, social work is new. In the past there were the poor relief overseers, the county commissioners and what have you. They didn't have any stamp of approval. All they had was the money to dole out according to whatever they felt should be done or what the law said they had to do. The social workers coming along now are people (you know the great names: Jane Addams, Grace Abbott, Edith Abbott, etc.) who not only have the will to help people but also feel they have a responsibility to use all of the auxilliary information and knowledge about people that psychology, sociology, economics and home economics offer to aid people in trouble. The social worker helps them relate themselves to the community in such a way that they do a better job of coping.

There aren't enough people with masters' degrees and supervised approved experience to fit all the places in which they are supposed to be. So what do you do? Do you tell the people "I'm sorry there is nobody to do the job". No, you hire somebody else who has perhaps had related experience.

Who shall we say is a social worker? Only the people we turn out? Should we license people? Should we give them examinations? You know about merit systems and Civil Service Examinations. These are used and so there are different grades of social workers. But this doesn't mean a thing to the man who comes in and wants a service, nor to the family who is looking for a baby to adopt. All they know is that this is an agency, here is Miss Smith or Mr. Jones or whatever his name and he is the social worker.

The levels of training, the levels of knowledge, the levels of self-awareness that we emphasize so much are looked at very differently by the people served. About ten years ago the National Association decided there is a basic set of information that everybody who is going to presume to call himself a social worker should have. This would be the generic core of training that they would try to give people who want to be social workers.

This brings us to the question of agencies. Remember the Good Samaritan impulsively helping that person? Now suppose this is a good Samaritan in Vietnam and there is not only one person who is beaten, robbed, etc. but there are dozens. What happens to our good Samaritan's family back home? This faces all of us doesn't it? For awhile we can cope with our neighbor's problems, with the problems of our sisters or our brothers, or anybody else we happen to see and impulsively respond to. But there is a limit to what we can do. We have to be aware of our own needs, of our own family needs and our other responsibilities.

How do you manage this? Society says you have to do it by organizing. We made reference to the private agencies that developed first with certain particular kinds of jobs. They said, "We will do for the Jews (Protestants, Brethren, Quakers) and if we have any time, money, energy left over we will help others".

More structure and organization are part of the price that we must pay for being in the world where our whole social structure is becoming more and more involved and complex as our technological resources and population increase. So we have to learn how to live with this structure and to operate within it. Yet we'll continue to have, as we have had in the past and as we probably will have in the future, sporadic kinds of social service on the part of individuals who don't want to go through channels.

There are various ways you can look at an agency. Let me give you three. You can look at it and ask? "What's its source of authority? Who says that it must do something about 11-year old children who are running the streets at 2:00 at night? Is this a voluntary resource or one that people must call upon? Is there a law which says that the agency has a certain responsibility which it must fulfill in regard to everybody within that particular group?" As further embellishment on the question of authority, is it a primary agency or a secondary agency? By which we mean, was it set up to do social work as such or was this something that was tacked on to another kind of social institution such as a hospital or a school?

Secondly, a real basic question: where does the money come from? If it is a private agency with a religious denominational, cultural or ethnic kind of identification, it may look to the community's voluntary contributions. There is of course, the other source of funds, the public. Public sources may be from the city, the township, the county, the state or the federal government. We have found that since we are an increasingly mobile country, social problems just don't stay localized any more. The tax base has gradually expanded so that a larger and larger percentage of funds does come from the wider areas: the state and federal governments. There are implications here, for the basic principle involved is that the source of the money is also the source of the ultimate supervisory authority.

The third classification is function. What is the agency supposed to do? Look, think and consider--is it doing it? Keep in mind that an agency's function is not always implemented through the program that it is able to set up.

Remember that bitter, bitter book by Carolyn Slade entitled The Triumph of Willy Pond? It's kind of dated now because Willy was on WPA but some of you remember that. The upshot was that Willy got tuberculosis and went to the sanatorium. Then his family got aid to dependent children. Compared to what they had been getting, this was heaven. As Willy got better and was faced with coming home, he could see that their income would drop, their social worker change and he would go back to the other one who just saw about eligibility regulations. So Willy decided the best way for him to take care of his family was to jump in the pond and drown himself.

We have within our society an increasing recognition of the father's needs as well as those of mother and children. The more highly skilled and sensitive social workers are, the less they feel they know all the answers. But they do see happenings like those which lead to the kind of changes that were written in the 1962 revision. A demonstration project in Alleghany County, Pennsylvania back in 1953 found that they had to have a case worker with just 35 to 50 on the case load in order to get to know the families well enough to work with them intensively enough to find what it was that would make them tick in a way that they could cope better.

For example, there was the C family, an alcoholic couple. They lived in the most indescrible filth that the case worker, quite used to bad environment, had ever experienced. Because of parental neglect, their two sons had been removed to the orphanage. Mr. C had only one eye and one leg was shorter than the other. Mrs. C. was an untreated tuberculosis suspect. Above everything else, this couple wanted their children back with them. Here is the beginning point: start where the client is. Not what you think he might need or want but what does he want. The case worker pointed out that there were so many problems, that they would have to take them one by one so they wouldn't get bogged down in the complexities of them. Making the home more fit to live in was the first goal followed immediately by a more adequate grant. Mrs. C. had not been included in the general assistance allowance because she was not a citizen. The case worker found she qualified for aid to the disabled on the basis of her very grave tubercular condition.

Because the case worker had a load of 35 to 50 cases instead of the previous 200, she found that this family still needed a check written on the first of the month for such and such an amount. The case worker managed this because she knew enough about the programs and structure and resources so that she could find a way around what at first looked like a block.

Mr. C. was referred to the Bureau of Vocational Rehabilitation. They were willing for him to enter a physical restoration plan. They provided him with glasses and an artificial eye which improved his appearance. In going for an employment interview, this would be important. They were willing to authorize an operation to correct his lame gait, but Mr. C. preferred not to take the chance of having an operation that might stiffen his leg. A fundamental principle of social case work illustrated here is the client's right to self-determination, as long as it isn't hurting anyone else.

The Bureau also provided psychological testing, but they were unwilling to undertake a training program for him in spite of favorable test results. They said that Mr. C's placement was now their goal, but they didn't go about trying to find any places to put him.

By this time both Mr. and Mrs. C. had stopped drinking entirely. The case worker was encouraged by their progress. Since there were no jobs forthcoming from either the Bureau of Vocational Rehabilitation or the Employment Service, the case worker contacted the St. Vincent dePaul Placement Center and through a personal interview interested their placement officer in Mr. C.

Illustrated next is the principle that in case work you always expect a little progress, a little back sliding, a little progress, maybe a lot of back sliding. Just then Mr. C. got a skin allergy on his hands. The case worker said it looked like jungle rot. She referred him to the clinic. He was treated and improved. At first, Mrs. C. showed such great gains that the public health nurse and the social worker at the orphanage said, "Let's get the children back home. She is ready to take them." But the case worker on the job knew the whole family best and felt Mrs. C. was really not ready. Then she suffered a relapse and had to return to a 14-hour a day bed rest schedule. When she showed progress again, it was an important part of the case worker's job to restrain the other agencies from returning the children to this greatly improved home until Mrs. C. was physically able to care for the children. That was the report in 1956.

Nearly a year later they were visited and then they were visited again after they had been self-supporting for more than a year. St. Vincent dePaul's and the efforts of the case worker eventually lined up a job. This is what the man said:

> I am earning $65 a week. We live in a decent house. We owe no bills. My credit is good and we pay our way in this town. I figured it out the other day. I have earned more than $5,500 in the last twenty months and I got some seniority rights, too. My wife is getting better. She still goes to the T.B. clinic every three months. She needs a lot of rest. I am paying for an automatic washer and dryer so she is able to do almost all the work at home. And I help with the heavy cleaning. Our two boys went to the Settlement House Camp last summer and I paid their way. We go to church regularly and we contribute there, too. We go to the movies once in a while, but we have to watch our money because we still have high medical bills for one boy and for me and then my wife needs proper food and so do the children. Do you remember what a mess we were in when you first saw us about five years ago? You helped us. And you were our friend when we were so down and out that nobody would touch us. We owe this all to you and I mean it. We'll never forget it. I am somebody now.

This illustrates again the essential conviction of social case work: regardless of what you are faced with on the part of the person in need, there are potentials there and they can be reached if only you know how and have the capacity and resources to do it.

There are also social group workers who have the same body of convictions about the value of the individual but who use different techniques that involve the person and his relationship to the group as a basic unit of operation. This more flexible technique is being used now in hospitals, clinics, schools and mental hospitals. Where people get together, they gain strength in tackling their individual problems as they hash over these problems with others. This, then is the basic discipline of case work through group work.

The third type of social work is that of community organization. Again you have this discipline of the use of self, a generic thing in all of professional social work. You attack the question of how do agencies relate to each other? How can you get the whole community to work, to focus on a problem or set of problems causing insurmountable difficulties for people?

I have reviewed the history of social work, defined a social worker, and described types of social work. Now I will turn to your field.

As a social worker there are certain things I want to consider as you prepare for your field trip. Specifically how do you approach this thing of going out into people's homes? You are used to introducing yourselves and you can knock on a door. But what kind of clothes do you wear? Something that is not gaudy: certainly not white gloves, comfortable shoes but not a hat unless you just really feel and look right in one and can't see yourself any other way. Be ordinary. You have to be able to sit down on a dirty chair without squirming. Go not looking all around to find fault but to see the person and to respond directly to that person. The thing we always tell our students is to be conservative.

People in trouble involve themselves with an agency through a social worker whom they know and trust. They become clients, learn how to help themselves and help others in the process. What do they think about the people who come out to try to help them? In St. Paul, Minnesota, they attempted to find this out. They had a reaching out program for the hard core multiproblem families. They went out and looked them up and made their services available. After the research had been in operation for a while, they said, "We keep telling you what we think you ought to do, now you tell us what is good with us and what is bad". They had group sessions and the clients told them what they liked and what they didn't like in their approach. Here is an example:

> She's just pleasant; she's just nice; she makes you feel glad that she's actually there. I know if I have other company I never take time off to sit down. I just go right on doing, doing, doing: chasing the kids, hollering, cleaning, yelling, letting them sit and wait for their cup of coffee. But when Miss . . . comes I can sit down, relax and smoke two or three cigarettes while she is there. She is just that pleasant and sweet. She is not nosey. She is inquisitive. She asks me questions. Lot of times she just comes to tell me things about the children at school. Now this one boy especially she tells me how he is getting on. He was taking cooking and I said to her, 'What in the world are they teaching a 12 year old boy cooking for?' And she said that she didn't know but she would try to find out. Well in the next meeting she came to the house and explained to me that he was an awful nervous, fidgety kid and this was a sort of psychology for him to be able to take oral orders, written orders and follow directions. And so they were giving him cooking. To me it sounded a little foolish and silly to be giving a 12 year old boy cooking and sewing lessons. In the long run it worked out. He can now settle down. He can sit. He can run a machine and sew on it. He can sit quietly and obey orders. (1, p. 47)

> Well, I don't know. I've not had very much to do with social workers outside of Miss . . . She just struck me like a neighbor lady walking in. She's just like me. She talks the same language as I do. She doesn't put on airs. She don't try to be nobody any better than I am. She is just Miss . . . Well, that is all I can say. (1, p. 47)

So be yourself. Be interested. They'll respond to it. Let me close with what this group came up with as a definition of a social worker. First they said that they thought a social worker ought to have a sort of calling for it, like a preacher or like a teacher or something that you couldn't really think of them being anyone else. They said that they could learn a lot of things in a school and all that, but they had to like people and get this feeling of wanting to do something or all the rest of that stuff didn't mean a thing. They talked about workers starting out and thought it would be a very good idea if a new worker went along with an experienced one for a few visits here and there in different homes. Finally this lovely definition. A good social worker from the

> "... first acquaintance lets you know by his or her expression that he's in your home to be of service to you if possible, to show trust because most people are trustworthy if one shows trust in them; to be able to understand reasonably well problems concerning the family is in unfavorable circumstances; to give helpful advice in a way that isn't demanding, but that lets a person feel that it's his own idea; one who is friendly and is not superior and know-it-all; one who has a sincere desire to help people feeling it might have been her as well as they but for the grace of God. One who encourages you to go above the capabilities that you thought you possess and one who guides you and makes you do for yourself what you're capable of doing." (1, p. 50)

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1. Overton, Alice, Beulah Compton. Learning from our Clients. St. Paul, Minnesota: Family Centered Project, 1959.

# The Art of Helping

Mrs. Roberta Frasier*

Professionally I am of two worlds. By graduate training and experience as a child welfare worker, I am a social worker. But most of my professional life has been in a college or school of home economics. Thus, I think I have a real appreciation of what a home economist does, what she can do, and her relationship to the helping professions.

In trying to define what we mean by a helping relationship I look to Carl Rogers' paper, "The Characteristics of a Helping Relationship" in which he defines a helping relationship as "...a relationship in which at least one of the parties has the intent of promoting the growth, the development, maturity, improved functioning, improved coping with life of the other person."**

If we look at this kind of a definition for a helping relationship we see that there are all kinds of helping relationships. Is a parent engaged in a helping relationship? This is the purpose of being a parent, isn't it? To help the child develop and grow, to help the child grow from immaturity to maturity, to improve his coping behavior, to teach him how to function in all kinds of situations. What about a teacher relationship? Particularly a home economics teacher? It seems to me as I have read objectives of classes, programs, and curricula, that very frequently they relate to promoting growth, maturity, and improved coping behavior. A helping relationship has as its ultimate goal, change in the person being helped.

People tend to be resistant to change after they get a little older. Children accept change very well, because their whole growth pattern is a pattern of change. They identify easily with the people who are trying to promote growth and development in them. For most children learning takes place in a love relationship. That is, it is a continuing relationship where a parent loves a child. People like to change to please someone they love. Nearly all of change or learning takes place in an emotional context. This is something we forget. Sometimes we assume that we can teach people if we have a good teaching method and if we know our subject matter. Method and subject matter are important. But we overlook the fact that it is the relationship to the person that makes the difference in terms of whether or not any changes occur. You can teach people alot of things, but the challenge is to get them to change their behavior, their method of operating, to cope better, to function better. The real test of whether or not you have taught is what the learner does, whether or not he changes his behavior in some way.

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**Rogers, Carl. The Characteristics of a helping relationship. Personnel and Guidance Journal 37 (1958), pp. 6-16.

Behavioral change comes from a positive emotional relationship that is developed between the teacher and the learner. When we think of a helping relationship and the tools that people use, we see that social workers and people in the so called traditional helping professions consciously use themselves in this relationship. They are very much aware that they have a role to play and that this is a part of helping--the use of self as a teaching tool. If you're in one of the helping professions, you know it is the kind of relationship you build with a client that makes the difference in whether or not a person can change.

To help another to effect change, we use tools: we use ourselves as well as subject matter. The person, (the social worker, the psychiatrist, the psychologist, the counselor, the teacher) who is engaged in a real helping relationship also uses subject matter: knowledge of human development and human behavior. But this is not the kind of subject matter that we think of in terms of certain knowledge, say, in nutrition, home management, or whatever our particular speciality is. As we look at the whole principle of a helping relationship, the important thing is the interaction between two people.

Helping is a two way street. Probably, we never help anyone without receiving some help back ourselves. For example, a parent grows as much from rearing a child as a child grows from the contact with the parent. In other words, the parent learns from the child, the teacher learns from the pupil. Learning is a two way relationship. The social worker learns from her client, by gaining added insight, added understanding of behavior.

The one difference that I would see between the "traditional" home economist and the "traditional" social worker is this. (I know it is not fair to try to lump people into categories because there is a tremendous variation, in approach to life, in background, in experience, and philosophy within any one profession.) Generally in a home economics setting, we have the feeling, that if we do the right job, develop our material in the right way, put a lot of emphasis on the organization and method of presentation then the person will learn. If he doesn't learn, either we haven't done this in the right way, or he is perverse, or he doesn't want to learn.

In a sense, we put a lot of responsibility on those being taught. Then we feel if they have subject matter, if they know how to do things, they'll do them right. If you show a mother how to clean a house, she'll keep her house clean. If you show her how to iron in a short cut fashion, she will iron this way. And if she doesn't do this, it is because she hasn't learned; no one has taught her. I think the social work approach is quite the opposite in terms of accomplishment. The social worker is likely to say that the reason people don't do things is because they have an emotional block, that there's something within them that keeps them from doing what they should be doing even when they know what they "ought" to be doing.

This is really one of the basic differences as I've observed it and experienced it in the two professions of home economics and social work. One, is that we, and I am inclined to identify myself as a home economist, we tend to feel that if we show people how, if they know the right way, they'll do it. Therefore, knowledge is the clue. The social workers feel that it's the inner freedom, the release of constricting devices or emotional concerns that keep a person from doing something.

We need a marriage between the two professions. I think there's a great deal of truth in both. It isn't enough just to be freed of your emotional blocks. You don't automatically know the things to do, if you are free to do them. I suspect as you think back over your field visits to social agencies, that you saw room for some good knowledge of subject matter, some information that would have helped people to be able to make a better decision, a better choice, as they were planning their future.

I would emphasize that subject matter, the relationship to the people, and that the use of self in the relationship are of vital importance in effecting change in people. As we do more work with social workers, perhaps the thing that we need to help them see is the kind of subject matter information home economists have which can be helpful to clients. As home economists we aren't trying to change clients' personalities, but to say that there is something that we can do for clients so that if they are free to function, they can function more effectively.

Now to go back to this helping relationship. We can see that there are many different kinds of a helping relationship and that we are sometimes on the giving end and sometimes on the receiving end. That is, the supervisor is in a helping relationship to the members of her staff. At least my interpretation of supervision is that the supervisor is helping each person to grow, to develop, to cope with the problems she faces in her job. The high school teacher is certainly in a helping relationship with her students if her objectives are to help them to grow. Parents and children are in this same kind of relationship.

Many people find it difficult to function on the receiving end of a helping relationship. As a supervisor, some of you, if you were evaluating the people you supervised, might say, "So and so finds it very difficult to accept supervision." Or you would say that another person "accepts supervision very well." Part of this is related to the feeling of dependency a person has.

The person who has had trouble working through her own independence from her parents, who has had trouble in feeling that she can function on her own has a real difficulty in being at the receiving end of a helping relationship. This is because of the continual struggle to prove that she is independent and that she can function as an independent person. The dependent-independent struggle is easy to see with children. You see it with three and four year olds; you see it with adolescents, those who are rebelling against any kind of direction or supervision, but who need it desperately. Adolescents interpret any kind of guidance as someone trying to run their lives, somebody bossing them, someone trying to tell them what to do all the time. Most people, or many people, pass this period and can accept help in the spirit in which it is given. Other people maintain this attitude toward adult authority or to the person who is offering help throughout their total life.

I presume a lot of people are still basically very dependent, they have not grown up in the sense that we think of maturity. They have to protect themselves by resisting anything that may put them in a dependent relationship to another person. This reaction effects the person at the helping end of the relationship. How the helping relationship operates depends on not only the person who is giving the help, but the person who is at the receiving end--in terms of their past experience, their own dependency or independency needs--how well they've been able to work this through. You see this with parents and children, and with adult children. You see it with teacher-pupil relationships, you see it in supervisory relationships. And certainly you see it in relationships when you're trying to work with other people.

One more thing on dependency needs. I think sometimes it is hard for us, the professional, to accept that we have these needs within ourselves. If we have ever had any illness or been involved with hospitalization for any length of time, we can see how this operates. Usually the person who first goes into a hospital, who first becomes ill, fights this dependency. She resents having someone else do things for her. She really wants to be up and on her own. But as you know after you've been in a dependency relationship, it's a real traumatic experience to be sent home from the hospital. All of a sudden you have to start functioning as an independent person and making decisions for yourself. There's a need to continue to function in this dependency relationship. Each of us has within us the needs to be dependent and to be independent. These are the kinds of things that struggle within us and affect our ability to give help to other people and affect our ability to accept help.

In the low-income person we can see the same thing operating but on a different level and a different scale. Many of the people who are in what we call one of the sub-cultures of poverty, have never really achieved independence, have never had their dependency needs satisfied, and therefore they cannot become independent. They continually need and ask for something from another person much as a child does. If we're creating dependency then how do we create independency? How do we help people to grow to be independent and at the same time to be able to accept the kind of help that they may need at certain periods of their lives?

Now let's look at the helping relationship primarily as it applies to low-income groups. Much has been said about different cultures of poverty, the sub-cultures of poverty, the fact that there's as much variation among poor people as there is among any other segment of the population, and that it's a mistake to classify them all together. But I think that one of the problems some of us have with our administrators when we're trying to develop a program with the poverty group is the fact that most people do not recognize the nature of the present subculture of poverty. They tend to associate it with their own experiences in being poor. Many of us came through the depression years. Some of us are at a stage where we can remember it more vividly than others, so that we know, or we think we know what it's like. The men will say, "By golly we were poor, when we were growing up and it didn't hurt us any. This made us stronger. We were able to get out of this pattern."

We overlook so many times that no one person pulled himself out of the depression. There were as many programs offered then as there are being offered today. We tend to overlook this. We listen to people talk as if they, by their own effort, made this transition from poverty, as it was during the depression, to where they are today. Many people are not very sympathetic with programs because they feel it really is good training for people to be poor. "It gives you strength of character." "If you have it in you, you'll pull yourselves out." They remember only a part of their experience during the depression. They tend to assume that people who are dependent are on relief because they want to be or have been in this state for so long they have lost all hope of ever getting off. I'm firmly convinced that if the majority of people could verbalize their feelings they would rather be independent than be dependent. Some people because of their own personality conflicts aren't able to be independent but they would say that they would rather be independent.

One other thing, we tend to generalize from what I would call the independent poor, people who have low income, but who have essentially middle class values. They are able to function quite effectively with little income because they know how, or they have the resources to make do.

A few years ago at a conference I attended in Denver, there were workshop sessions on working with the poor. I then went to dinner at the home of an aunt of mine in Denver. She asked me what I was doing and without thinking I said I had been at a workshop on working with the poor. As soon as I said it, I realized that she was as poor as the poorest as far as income was concerned. I think she had an income--she's in her 70's--from a railroad pension of around $70 a month. She had lived in her basement for she and her husband had never gotten the upstairs of their house finished. She still worked three days a week as a cook to earn extra money. Her values had remained the same. She certainly was an immaculate housekeeper. She managed to have a very nice dinner for me. She was a good manager. We tend to think that all poor should be like this. We overlook the fact that some people have had the kind of background that keeps them from being able to function in this way.

One of the things that gets in the way of people seeing some real possibilities for working with low-income groups is because we pre-judge on one basis or another. We haven't put forth as much effort for every one to understand the variations within the poor. Another problem we have that gets in the way of our working with people is the assumption that people are people--that they're all the same. There's a lot of truth in this, people are people. But they react very differently and they react on the basis of their past experience.

As I try to evaluate programs, as I look at all relationships with people, whether its with low-income groups or not, it seems to me the biggest mistake we make is [illegible] assume that the other person feels as we do. And any number of times we'll say, "now if I were you I'd do such and such." Well, we aren't that person and we never could be. But we assume that because we would act in a certain way another person would. You can see this in your interpersonal relationships. We get into all kinds of trouble because we assume that our friends think along the same lines that we do; that they will interpret the things that we mean them; and that they will interpret our actions on the same basis. When you look back at misunderstandings you have had, conflicts between people, quite frequently the root of the problem is a matter of difference of interpretation. We've assumed that they feel the way we do and we act on that assumption, rather than focusing on how the other person feels.

Now, for a few guide lines in a helping relationship. First, it is important to try to understand the other person, to focus on the other person. If we're looking at poverty programs we need to know as much as we can about poverty in general so that we can understand this person and the way in which he operates. We certainly need to know as much as we can about the life style of the poor. I hope sometime Camille Jeffers will publish her report of her experience in the housing development.

Another thing I think we need to do is get a realistic appraisal of a person's life pattern. For example, I've been very disturbed when I've read some of the materials on budgeting and gone over some of the class materials on budgeting for low-income families. It seems to me that much of what I've seen has been utterly unrealistic in terms of the actual budget the people have to work with, and the way in which they get their money. I was very relieved to discover that in Pennsylvania welfare recipients get their checks twice a month. Out our way they get their welfare check once a month basis. For people who have not enough to plan with in the first place, who have little experience in planning or little education, little experience in setting long time goals, it is not good management to give them a check once a month.

If we're going to do budgeting, we need to get from the welfare office or whatever agency is working with these families, a realistic budget for a family of such and such a size and then to be able to work from there. I've done quite a bit of work on budgeting with our own home extension agents and as the agents have actually worked with a low-income families they are amazed. For example, one mother after she paid her rent had 60 dollars left for all of her other expenses. Talking about budgeting is quite unrealistic unless you recognize the facts of life.

If home economists know the realistic picture, if they've focused on the person they are going to help and know what that person has available and her own skills, then the home economists has something to offer. But, if we take the budgeting that we've learned and try to teach it in the way we've learned it, we miss the boat. Then we say that "they" are not interested, "they" don't want to come to meetings or "they" don't want our help. If we do not reach them, it is probably because we haven't focused enough on the person.

The next thing we need to do in understanding the other person is to continually try to look through the other person's eyes as much as possible. How does it look to her? How do you suppose she is feeling about this? Not "This is how it looks to me," but "How do you suppose she sees this?

The next point is that we need to be empathetic and not sympathetic. No one wants sympathy. At least sympathy doesn't help you grow very much; it just makes you feel sorry for yourself. We want to develop the capacity to think "if I had all of these same things happen to me I'd probably be acting in the same way, rather than feeling sorry for another person".

Rogers makes a great point of the fact that we should be honest or genuine in our expression. People know how we feel. Reissman told of a boy in the classroom who, reporting on his experience with a teacher, said, "I knew the minute he came in the room he didn't like us." People are very sensitive to how you do feel. We can cover up, and I think we've been taught pretty much to cover up our real feelings, but they do shine through.

I often think of a nursery school experience with a little boy, Dickie. He was a very sensitive and perceptive child. One day one of the children was painting and instead of just mixing his paint from can to can he'd very carefully pour it on the floor. In all my best nursery school techniques, because I had all observers around me watching, I explained to him that if he mixed the paint he'd have to pour it in the other can and not on the floor. Finally, after about the third time, we decided that he had had enough painting for the day and should go to the washroom. I really felt that I had handled this very well. This was a good demonstration for the students. I had said all the right things and I had done all the things that I should. Little Dickie had been sitting over at another table coloring and he came over to me and he said, "Gee, Mrs. Frasier, you were sure mad at him, weren't you?" And so I said "What made you think I was mad?" He said, "Your eyes looked mad." So if he got it, the other child I'm sure got the message. Maybe this is one reason that he kept doing it. I've often thought if I'd reacted the way I felt at that time I might have gotten a better response.

Rogers points out that we need to be genuine in our feelings and if we intend to be genuine in our feelings we need to understand how we really feel. I think we can do alot of this self examination. How how did I really feel when this person reacted in this way? How do I feel about certain kinds of people? We need to understand our own reaction to hostility and dependency, because it seems to me that these are two of the hardest things to understand our reaction to. We tend to cover up how we feel about the person who is openly hostile to us or not openly hostile, but you can sense hostility. Have you ever been in a situation where you felt that the other person would just like to haul off and kick you or do something to you, but that they weren't able to? You see, we can handle it if someone says, "Oh, you gave a good talk." "You look nice." But, if someone says, "That was a terrible talk." we do not know how to handle the feeling that this stirs up. Rogers also points out that a person should express as much warmth and feeling as he feels. We've developed a sort of professionalism where we feel that we have to maintain our professional status. Rogers, in a sense, is saying that you can be professional and still show your feelings and your warmth, and that this makes for a more positive relationship.

Another thing we need to do is to accept the right of choice. A person has the right to accept your help or reject it. They have a right to accept the alternatives you propose or reject them. People also have the right to be exposed or to know other values so they can make a free choice. But many people don't have a free choice to make. People should have the right to be exposed to middle class values, but if they don't choose to accept them this is all right, too. In other words, I guess what she has said and what I believe, is that our own commitment needs to show through. Sometimes we're so afraid that we'll influence other people to accept our standards that we become wishy washy. We've had a whole generation of wishy-washy parents and teachers and we need to be able to stand for the things we believe in, but at the same time recognize the right of other people to choose either this standard or another. You really don't have freedom of choice if you don't have things to choose between. If you've only known one thing you have no freedom of choice whatsoever.

We need also to accept the fact that how a person perceives us in a relationship is the important thing. It doesn't matter how you feel about the person, it's how he interprets your feelings, how he perceives you. This is really the way in which people control their own destiny, in a sense. They put their own interpretation on everything that someone does or doesn't do. That's why you can never please people, no matter how hard you try. We might as well give up our goal of trying to please everyone because you can't; because they will interpret, they hear what they want to hear. People see what they want to see.

We need to be aware that many of the disadvantaged people, the chronically disadvantaged, are basically dependent. They need to have their own dependency needs met before they can move ahead. Catherine Chilman has pointed out in a couple of papers that the role of the home economist may very well be to become a mother substitute in some situations. She thinks this is a real threat to the professional status or the feeling that most of us have about our professional status. In terms of the teaching relationship and effective change, the woman who can identify with you, the woman who sees in you the mother she never had--the mother who really cares, the mother who will do something for her--is able to make the growth that a child makes in this relationship to a mother.

In Camille Jeffers' report of her experience, you see the relationship that developed between her neighbors and herself. Some of them would slip and call her mother, which I think you see in a teaching relationship. It is a very significant part of growth. I always think you see a good first grade teacher if the children forget and call her mother. This is a sign that she's really been able to build a relationship instead of trying to maintain her identity as Miss Jones. She should be pleased that she has built the kind of relationship where a child forgets that she is the teacher.

As professional home economists I think we need to not guard our professionalism so jealously. We need to be able to share ourselves and to feel that it isn't just being up here someplace that makes us professional. The test of being professional is the amount of growth and change that we are able to promote in other people. It wouldn't do much good to be a professional up in a little circle in the clouds unless you had some effect on the lives of the people you work with. This applies to your students or the disadvantaged or whomever you happen to be working with.

In conclusion, to paraphrase Rogers, the optimal helping relationship is one which promotes the growth of others. The degree to which I can create such a relationship is a measure of the growth I have achieved myself.

# The Challenge of Home Economics

Grace M. Henderson*

When Dr. Mary Lee Hurt of the United States Office of Education called me from Washington to propose this program, she said in effect:

> Get thirty-five leaders or potential leaders together for two weeks to think and plan together (with such speakers as you can assemble) about what Home Economics can and should do----in the several parts of the country (in addition to what it has done in the past)----to participate most effectively in the new national war on poverty. Do this, she said, and we will cover a good portion of the costs (1) of the participants, and (2) of Penn State.

Several assumptions underlay this charge:

1st That the war on poverty is a part of the normal responsibility of Home Economics.----Latin teachers are not being called to such conferences.

2nd That imaginative, courageous, and wise leaders could be identified who (like Dr. Reissman) could dream and propose ways-to-experiment with promising new, larger, and more effective programs.

3rd That a period of time together, away from the regular job, could be productive in generating ideas and trying them out on each other to work out the bugs, and would help in marking you as one from whom leadership would be expected in your section of the country.

These seemed sound assumptions. The plans had to be made quickly. It had to be a joint enterprise, grounded in faith in each other and in the people we will serve. This, of course, is true of all useful social enterprise.

Let me suggest three propositions for all of us which are related to the assumptions underlying this conference.

First, Home Economics is, by definition, concerned with all aspects of family life and with all kinds of families. Its concern, from the beginning, has been with human needs--health, economic welfare, and human development--as these needs appear in and are affected by everyday living in homes and communities. The charge is to use these everyday life situations as laboratories for the education of human beings--each to his own maximum potential. We all know this! The question that faces us is: What does this definition mean? Or what must it mean if the purpose that is implied in it is to be accomplished?

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*Dean, College of Home Economics, The Pennsylvania State University.

One thing that this definition of Home Economics surely means is that we need to be producing in far larger numbers graduates who want to do social work and are temperamentally suited to it. We in the universities need to recruit as students, men and women who are potential social workers. At the Chicago AHEA conference, those in top positions in federal and private welfare agencies pled with Home Economics representatives:

(1) to get into social agencies, as paid or volunteer workers, in order to contribute our competence in child care and development, or in financial management, housing, clothing, nutrition, or community action.

(2) to initiate cooperation with social agencies, in order to produce cooperative programs based of course on the ability to communicate with one another that you have emphasized.

Another thing that this definition of Home Economics means is that food is only one of our central concerns--an important one--but only one. It is basic to life; it occupies a high portion of the family budget and a high portion of the time of the homemaker (though less than it used to, even in low income families); moreover, very few other professionals can or want to try helping people learn much about food. Miss Coon's recent study of time spent in high school Home Economics classrooms showed considerably more than half spent on the study of food and clothing.

Probably this persistent emphasis on food is due partly to teacher education programs (even certification requirements in some places) that are considerably heavier in food courses than in family relationships, or family housing, home management, child development, consumer economics, or any other part of family life. And so some of us and our colleagues, being the products of college curricula in Home Economics, understand the importance of food and its ramifications in human life more clearly than we understand other family concerns. Moreover, we know better how to deal in the classroom with food than with many other family affairs. So we say to ourselves "Well we are teaching all of these other things while we teach food."--And of course we are to a considerable extent. Food becomes one entree to the family.----

Suppose we insisted in the future that some Home Economics graduates, who would teach in high schools and through community agencies, be specialists in human development and family relationships. Could they, too, find an entree to low-income families? Dr. Reissman, as a psychologist, is serving them. He doesn't need Food as an entree! So, our specialists in human development and family relationships will find entrees.

Suppose we insisted that some Home Economics teachers become specialists in family housing! And others in family finance! Could they find ways to serve families effectively?--including low income families?

Let's think ahead fifty years. What a different kind of contribution Home Economics will be making then if we decide today to work toward having specialists in local communities or counties, in each major part of Home Economics, instead of permitting either a skimming of the surface or an emphasis on food. The two kinds of Home Economics we see, looking fifty years down these two possible roads, are vastly different. For, in fact, Home Economics is a cluster of subjects, not one subject. It is no more possible for one teacher to be well prepared in these five or six subjects (even though the common base is the meeting of human needs through family and community life) than it is for one teacher to be well prepared in mathematics, social studies, art, and chemistry, all of which have the common purpose of a general education.

It seems to me, Home Economics lies at a crossroads now. One road leads to a corps of teachers or leaders each of whom is highly competent for community service in one aspect of family life--service to a wide range of kinds of families, and to all age groups. They would use many different methods: individual family consultations, neighborhood group meetings, classes in schools and other public places, large group meetings--(and I'm sure many people will never come to meetings--surveys and experience have demonstrated this), broadcasting and writing for mass consumption, and leadership in group action for community improvement. The other road leads---I'm not sure where; for I feel pretty sure that there will come a limit to what one or two general Home Economists can accomplish--even in a small community.

Summarizing proposition one, then: I am confident that a war on poverty has long been part of the normal responsibility of Home Economics, because Home Economics is by definition concerned with all aspects of family life and with all kinds of families. Its concern is with human needs as they appear in the everyday affairs of people: health, human development, and economic welfare. To meet this part of our responsibility, we must enlist more men and women who are potentially able social workers and we must someway, I think, deal effectively with the many different aspects of family life.

The second proposition is: Essential to any large and significant program are leaders, professional leaders such as you as well as lay leaders, who have the imagination, courage, and wisdom to design new programs--broad in scope and effective in producing the desired results.

Imagination is such a valuable, and yet seemingly rare, characteristic. The person who can dream, who can see possibilities and continue to see possibilities when he or she has seemingly failed and when others have lost hope and faith--is valuable beyond measure! And yet--imagination is the product of experience, of conversation among people such as were gathered in this conference and such as you will be gathering together in your sections of the country. Your imagination and mine will be rekindled, I'll venture, as we re-read our notes--alone, someplace where we can reconstruct them again in relation to our own situations.

But imagination without courage and wisdom is not very productive. Courage to be a self-starter and to try over and over again in different ways to accomplish the same objective; and wisdom to know and respect the people with whom we work, and to capitalize upon their native leadership. This is not sentimentalism; these are just plain hard facts. There is mighty little any of us will ever accomplish without allying ourselves with the natural leadership of the group with which we work.--Yes, it's a gamble to use lay leaders (sub-professionals)--they'll make mistakes!--But so do we!--No matter how much training we've had, we've made serious mistakes sometimes. If a teacher or extension worker can spot the community's potential leaders (adults or young people) and can enlist them as leaders in the program for which he or she is responsible--then can get them to study with her the facts and principles needed for leading in that program--, her work can be expanded many times beyond that which she could do alone. This is surely going to be a part of our challenge in this new program: to reach more people, and in some cases quite different people from those we have in the past; in short, to accomplish more in the same amount of time.

Some of us in Home Economics programs need to learn to go even further. We need to learn to lead out in community action that will produce local conditions favorable to constructive family life.

The second proposition for extending the effectiveness of Home Economics in our day then is, I think: to enlist more and more potentially imaginative, courageous, and wise leaders--those who are professionally prepared at every level (baccalaureate, masters and doctors); but also leaders with two-year associate degrees, with high school and 4-H preparation, and with the informal kinds of training possible to give now in the community or county, leaders who can identify the needs of large numbers of different kinds of families and who can work not only with them, but in relation to the social forces that determine the conditions under which families are living.

A third proposition for the permanent strengthening of all of Home Economics is: All of us must find the time to do this new job--to find it and to schedule it (1) for studying the situation, (2) for planning (even practicing the writing of proposals for new funds!), and (3) for cooperating with each other from many different agencies. It takes time to cooperate with others, to study, and to plan. Lots of it. Finding that time will be, I suspect, the hardest job many of us will face. But unless we do this, we will go right on as we have in the past, and someone else will step in and do the new parts of this job.

It would be great if, in every state represented here, time could be arranged in the next few weeks or months for responsible Home Economics extension workers, supervisors of Home Economics in schools, public health nutritionists, dietitians, Home Economists in business, and college teachers--(if time could be arranged for) all of these and other responsible leaders within the Home Economics family to sit together with imagination and courage, confidence in each other, no fears, to wisely plan for the use of their combined resources. Jointly, projects could be written for tapping the new federal resources! Jointly, state and county and community policies for Home Economics could be evolved. Beyond this, of course, is the opportunity we must not overlook of working with non-Home Economics agencies. But even within Home Economics, there is tremendous opportunity and possibility for collaboration in future programs that are great.

But time will be required for it, if it is to be done.--Some things can be dropped. Some of our long term cooperators might be willing to become leaders, instead of receivers, for awhile, to release a bit of our time for this new job. It seems to me that more leadership must be employed---that we must ask for it as a part of the new projects we write to be covered on new funds. Home Economics has too long been operating on too short a supply of professional leaders for the size of the job that is to be done.

A big pool of potential leadership lies in the group of homemakers who have degrees in some aspects of Home Economics or related fields, who are not employed outside the home, but whose families are about at the stage where the homemaker can take on outside responsibilities. These can be refreshed through continuing education courses, and employed. And, with our eye on the future, top-level high school fellows and girls must be shown these new and challenging programs.

The challenge of Home Economics is many things of course, but it certainly includes:

1. Concern for all kinds of families and all aspects of family life.
2. Leaders with imagination, courage, and wisdom--those professionally trained, and others with less formal training.
3. More personnel and, therefore, more time to do the job.

The next ten years should be great ones for Home Economics!

## II

## Field Trip to Poverty Programs

Mrs. Audrey Harsanyi *

Among the earliest program planning sessions in April it was decided by the Conference Committee that a field trip to Pittsburgh or Philadelphia would be a valuable experience for the conference participants. Contacts were made through local and regional offices of public and private welfare agencies and key educational personnel to get names of agencies and programs for an initial contact. Letters and information sheets about the Conference and the proposed field trip followed by a telephone call to set up appointments seemed to bring the best results.

After careful evaluation of reactions from these interviews and the status of the Economic Opportunity programs in operation at that time, the recommendation was made to the planning group that Pittsburgh be selected as the location for the field trip.

Working through the traditional public and private agencies and the Mayor's Committee on Human Resources (the local group responsible for Community Action Programs in Pittsburgh) we compiled a list of agencies which included case work and personal visitation in their programs. Again it was most effective to make visits to each of these agencies and explain the purpose of the field trip.

Two visits were made to Pittsburgh, one in May and another in early June. Hotel arrangements, transportation plans and specifics about the visiting experience were determined then. Staff felt that this personal contact with the agency people who would actually work with the participants was vital to the success of this part of the conference. In several of these interviews they were able to suggest activities that the conference personnel would not have been able to initiate. As insurance for any last minute crises several extra places for field visits were secured and a central clearing point set up for emergency use during the day's travelings.

One area of concern indicated by most agencies was that the group have enough orientation for this experience. To provide for this, Mrs. Skell, a resident instructor in social welfare and former case worker talked to the total group before they left campus. Each participant received an assignment list and an individual field trip assignment information sheet. A copy of these follow this report. Each agency received a letter with final plans including an assignment sheet one week before the trip. The Executive Secretary of the Pittsburgh Mayor's Committee for Human Resources, Mr. David Hill, out-

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*Assistant Professor of Home Economics Education, The Pennsylvania State University lined the local program the evening we arrived in Pittsburgh. Most of the agencies elected to orient their group to their total program before sending them out individually. An example of the orientation plans of one agency follows this report.

The participants evaluated the trip orally in later sessions and by a written reaction sheet based on these questions: What did you do? How did you feel about it?

A follow-up letter of thanks was sent to each participating agency, the district office or neighborhood center if possible with a copy to the central office.

Examples of the participants' evaluation of the field trip follow.

### Participant Number 1

Descriptive Account

The morning was spent with the neighborhood coordinator and three assistants in an orientation session. A description of the area, its people and businesses was given us. Assignments were given to us in pairs. Two of us were assigned to eat lunch in probably the best of all eating places there - a very nice place. Following lunch the two of us visited nine homes and talked to several people on the streets. We were to tell them of the services offered by the Association and to leave printed material with them. The houses, mostly owned by the residents, were in fair condition. In all but two the women indicated pride in their housekeeping. Again, in all but three, we were told that a complete family unit--husband and wife and perhaps children, lived there. None were on public assistance. The people were terribly friendly and thanked us for stopping to visit. Several women who had lived there for over 10 years complained about noisy children, dogs and the failure of the city to clean the streets and repair the sidewalks. One wanted to move but couldn't sell the house. An hour group evaluation session was held when all the pairs had returned.

Reactions

An interesting experience, but not one I would care to repeat. I felt that I was doing something for which I was not prepared. I'm not certain that I can do anything about this situation. I do know that I was conspicuous by being a minority of one. I have no doubt that I have a greater appreciation for people and this will probably affect my work with the college students. This should be a concern of all educators.

### Participant Number 2

Assignment:

I actually spent the hours from 8:30 A.M. until 4:00 P.M. with a Public

Health Nurse from the Allegheny County Health Department. Her territory to cover for home visits and Child Health Conferences is in the Southwest District of Allegheny County. I began the day by meeting many of the other staff members. Then I was given an orientation period to acquaint me with the overall purpose of Public Health Nursing which is mainly one of health supervision. I was then given a resume of the seven families which we were to visit. Following this session, we began the visits and continued these until 4:00 P.M. Four of the seven homes were white families, five of the seven were on public assistance, four of the seven had no male head of the household and illegitimate children were very evident. One elderly man whom we visited lived in a one room shack with no door, electricity, gas, food or furniture. There were no toilet facilities whatsoever. He slept on three dirty old glider cushions. He was suffering from hardening of the arteries and was living in filth. Because he received social security and owned the land on which the shack stood he could not be put in a home or public institution.

How I felt about my experience:

First, I thank God for all that I have. I believe, now, that poverty in itself is a somewhat minor problem. It usually fosters or has with it multiple problems, many of which are more important than mere lack of money. Alcoholism, mental retardation, serious terminal illnesses were a few of the many problems I witnessed. I really saw some of the most deprived families in this particular district which I visited. They gave me much enlightenment into the hopelessness of some individuals' way of life. Through these experiences I hope that something practical and useful, in the area of Home Economics, can be developed eventually which will be able to assist and give some hope to these people.

## Participant Number 3

What We Did:

A.M. Chatted with Community Action Center Co-ordinator and Family Services head. Learned:

1. How city identified priority poverty pockets
2. Relationships among various city agencies
3. Steps in establishing community action programs
4. Recruitment steps, problems in regard to sub-professionals
5. Effect of poverty program on old agencies
6. Profile of this center's poor

P.M. I accompanied a sub-professional on about 7 contacts--4 home visits--on a "trumped" up inquiry as to readiness to send children to head start. Visited informally with another sub-professional and a VISTA worker.

My Reaction:

Excellent experience to learn interrelationships between education, health, welfare, private agencies, political groups, etc. in setting up poverty programs; to identify problems and methods of coordination.

Most helpful in observing attitudes, satisfactions, concerns, insecurities and actions of sub-professionals in their relationships to families and to supervisory staff.

Didn't learn much of the intricacies of working with and serving the poor.

### Participant Number 4

When we arrived at the Salvation Army headquarters we were told that our contact person was no longer there. Upon investigation we found that she had moved to a new position to set up a Family Service Center for OEO in one of the impoverished areas, i.e., Homeoood-Brushton. She did meet us as planned and before leaving the Salvation Army headquarters building she gave us a thorough tour of the facilities and various divisions there. It was most enlightening for I personally had no awareness of the extensiveness of the services of the Army, nor of the capabilities and professional status of non-member persons staffing the various divisions.

Briefly, our itinerary included the emergency housing headquarters of the Salvation Army in Pittsburgh, a drive through approximately five of the major deprived target areas, and finally a stop at the Corps building in the Homewood-Brushton area, over which the Family Service Center is located. The caseworker's interpretation of the motivations and dependency behavior of the clients was quite different from the philosophical viewpoints of Dr. Riessman and other authorities. She expressed the conviction that many of these disadvantaged persons choose the dependency role or often revert to it if helped out of dependency.

This field trip was wonderfully planned and executed. I was concerned, however, that I saw primarily Negro impoverishment in all these areas. Frankly, I was appalled! Having a limited basis for realistic expectations as to what conditions among urban Negroes were, I was unprepared for the massiveness of the problem. I returned with two major avenues of thought or tentative convictions. First, education is obviously the real and lasting tool for combating or effectively meeting the poverty program, yet ironically we are forever entangled with the difficulty of attracting and keeping quality teachers, for obvious reasons. We continue to have mixed feelings about treating the symptoms, even though we accept the fact that poverty programs must be, in order to alleviate the hungers for today.

I also returned with the very deep conviction that persons of northern urban areas, who have recently been and are currently involved in radicalism emotionalism, and "do-gooder" zeal to march to the South to save the Negro from the South might well employ energies and resources to alleviate conditions at hand. I am possessed with the feelings that these areas are panaceas for breeding social and political ills, but certainly no more a panacea for the Negro as a human being than our very own Nashville, where conditions, education and housing wise, appear much more desirable. (Perhaps only to my Southern eye and Southern frame of reference.)

In relation to the home economist's role in programs for the disadvantaged, it seems that home economics services within the profession are as diverse as other agencies concerned with this problem. Surely home economics teachers are dealing with this problem and have been doing so for years as student and community needs present themselves. It would seem for some of us that services cannot be expanded but certainly this conference should serve to help us update and upgrade the quality of current services and to help others in our areas to become increasingly aware of the many facets of this poverty program. I felt as we moved around on the field trip that home economists should be represented on all the staffs of the programs we contacted.

## Summary

Although the field trip was rated as a valuable part of the conference, it is evident that the Conference staff did not make maximum use of it as a learning experience. These evaluations indicate that observation of new programs brings into play a wide range of overt and covert attitudes.

Perhaps it was enough for one Conference to bring these feelings to the level of awareness for discussion among participants. However, in future planning, a more structured approach to the role of feelings, attitudes, information, and professional skills in initiating action would be more constructive.

## Appendix

The following are working copies of materials used in planning the Conference.

May 18, 1965

Family and Children's Service
327 Fifth Avenue
Pittsburgh, Pennsylvania

Attention: Mr. Henry Freeman, Executive Director

Dear Mr. Freeman:

We are planning a field trip to Pittsburgh on July 1 as part of a conference we are having here at Penn State on working with disadvantaged families. I have enclosed an information sheet we prepared that will explain the conference more fully.

Our two purposes in making this trip will be to explore the work of social and service agencies and see first hand the environment of the poor. We plan to do this by assigning one conference participant to accompany one social worker, nurse, consultant or teacher during his work day. We want our people to have direct contact with disadvantaged people of all ages and their homes, if possible, to give them a clearer picture of the realities of poverty.

Does your service lend itself to this type of participation? Would it be possible for a small number of conference people to spend all day Thursday, July 1 with an equal number of your workers? If this is possible can you send the name or names of people on your staff with whom we would work directly and I will contact them at once?

We are anxious to get a good cross section of the work being done in Pittsburgh and feel your organization should be included.

Hope to hear from you soon.

Sincerely,

(Mrs.) Audrey Harsanyi
Project Assistant

## Conference on Working With The Disadvantaged
## June 28 - July 9, 1965

The College of Home Economics at The Pennsylvania State University i planning a two-week conference on Home Economics Program Development for Disadvantaged Youth and Their Families, June 28 to July 9, 1965.

The purpose of the conference is to:

- increase home economists' understanding of the culture of the disadvantaged
- observe experimental home economics programs in action
- examine the helping relationship--what it means to ask for help and to give help
- consider the need for and ways of initiating new home economics programs to help the disadvantaged
- explore possibilities for cooperative efforts with various community agencies to meet the needs of the disadvantaged.

Participants will be thirty-five men and women from all parts of the nation selected for their potential to initiate home economics programs with the disadvantaged. Those invited will receive travel expenses and a per diem allowance to cover costs of attending the conference and field trips.

The Pennsylvania State University is an advantageous site for such a conference because of the resources of the University, accessibility of University Park to both urban and rural depressed areas, and the many home economics programs with the disadvantaged already underway in this region.

The special focus of the conference will be on balancing and bridging the theoretical and applied aspects of working with the disadvantaged in educational and community settings. The approach will be interdisciplinary and integrative.

The conference staff will include leaders in home economics, sociology, psychology, social work and psychiatry. Consultants will be drawn from teaching, research, and applied programs working with the disadvantaged. Dr. Arthur E. Gravatt, associate professor of Family Relations at Penn State, will be conference director with Dr. Louise Gentry, Assistant Dean in the College of Home Economics, as associate director.

For additional information write to:

Dr. Louise Gentry
Assistant Dean
College of Home Economics
The Pennsylvania State University
University Park, Pennsylvania 16802

## Field Trip - Pittsburgh, Pennsylvania - July 1, 1965

| Agency | Type of Experience |
|---|---|
| Allegheny Board of Assistance<br>State Office Building<br>300 Liberty Avenue<br>Pittsburgh 22, Pennsylvania<br>Mr. Frank Setcavage, Director | A.M. - Orientation<br>P.M. - Visiting with caseworker |
| Allegheny County Health Department<br>620 City County Building<br>Pittsburgh, Pennsylvania 15219<br>Miss Wilda Camery, Chief<br>Bureau of Public Health Nursing | Visiting with nurses |
| Arsenal Family and Childrens Center<br>40th Street and Penn Avenue<br>Pittsburgh 24, Pennsylvania<br>Dr. Margaret B. McFarland | A.M. - Observe children<br>P.M. - Analysis of neighborhood by staff sociologist and neighborhood visits (perhaps with laypeople) |
| Board of Public Education<br>Section in Compensatory Education<br>Administration Building<br>Bellefield and Forbes Avenues<br>Pittsburgh, Pennsylvania 15213<br>Miss Phyllis A. Lewis, Assistant to the Director | A.M. Only - Observe preprimary program for disadvantaged children |
| Homewood-Brushton Citizens Renewal Council<br>920 North Homewood Avenue<br>Pittsburgh, Pennsylvania 15208<br>Mr. L. G. Bray, Coordinator | P.M. Only - Walking Tour of neighborhood |
| Brashear Association<br>2005 Sarah Street<br>Pittsburgh, Pennsylvania 15203<br>Mr. Wilbur A. Joseph, Executive Director | A.M. - Orientation<br>P.M. - Neighborhood visits |
| Child Welfare Services<br>14 Wood Street<br>Pittsburgh, Pennsylvania 15222<br>Mr. Thomas N. Carras, Director | A.M. - Orientation<br>P.M. - Travel with caseworkers as consultants |

| Agency | Type of Experience |
|---|---|
| Hill House Association<br>1919 Center Avenue<br>Pittsburgh, Pennsylvania 15219<br>Mrs. Mattie Addis, Neighborhood Coordinator | A.M. - Orientation<br>P.M. - Neighborhood visits--handing out directories door to door. Group session again at center |
| Jewish Family and Children's Service<br>234 McKee Place<br>Pittsburgh, Pennsylvania 15213<br>Mr. Nathaniel Goodman, Executive Director | Accompany caseworker |
| Lutheran Family Service<br>2400 East Carson Street<br>Pittsburgh, Pennsylvania 15203<br>The Reverend C. A. Halmquist, Executive Director | Accompany caseworker |
| Neighborhood Centers Association<br>1439 North Franking Avenue<br>Pittsburgh, Pennsylvania 15233<br>Mr. Ralph D. Meister, Executive Director | A.M. - Visiting with caseworker<br>P.M. - Pushcart recreation program |
| Salvation Army<br>425 Boulevard of the Allies<br>Pittsburgh, Pennsylvania<br>Major Harry Poole, Western Divisional Welfare Secretary | A.M. - Orientation to welfare program (emergency shelter)<br>P.M. - Neighborhood visit with caseworkers |
| Visiting Nurse Association of Allegheny County<br>200 Ross Street<br>Pittsburgh, Pennsylvania 15219<br>Mrs. Ethel M. Russell, Associate Director | A.M. - Orientation<br>P.M. - Visits with nurses |

For Your Information: Pittsburgh Public Transportation Information - 391-5255.
Mrs. Isabel Smith, Allegheny County Extension (local telephone number) 181-4900 - Extension 604

Field Trip Assignment Information included:

Group Members
Agency
Contact Person
Time of Arrival
Travel Directions

Example of a Field Trip Orientation

Operation Field Trip

July 1, 1965

Hill District EOP

10 A.M. - 11:30 - Briefing Session

1. What do we expect to find in Hill District?

    Profile to a Neighborhood
    Profile of people in this neighborhood
        objective characteristics
        subjective characteristics
    Relationship of characteristics to services

2. How do we find the Hill District?

    Assignment of visitation to home - to stores

11:30 - 1 P.M. - Lunch

    at assigned restaurants

1 - 3 P.M. Visitations on assigned blocks and to assigned stores

3 P.M. on - DeBriefing Session

What did we find?

observations
reactions of community
relationship of observations

to:
    patterns of service

## Assignments
## for
## Student Research Teams

| Areas to be Surveyed | Food Stores | Restaurants |
|---|---|---|
| Perry Street - (above Wylie) | Hicks Superette | Crawford Grill |
| Hemans & Rose Street | Lutz Meat Market | Ellis Hotel |
| Granville & Enoch | Sluzk'y | Whitey's |
| Wylie - 2000 block | Green's | Eddie's restaurant |

### Questions to Ask on Visitations

1. We have recently opened an anti-poverty office at 1919 and 2018 Centre Avenue Have you heard about it?

2. If yes, have you used it? Do you know anyone that has?
   If no - did you know that employment services are offered at 1919 Centre Avenue?

3. If yes - has anyone you know used them?
   If yes - did they get work?
   If no - do you know anyone whom you could tell about this?

4. We also have Services for Newcomers (give leaflet).

   Do you know many people in the neighborhood who have been in Pittsburgh less than a year?

   Can you tell them about this service?

   We also have other services (point to list on leaflet).

   Thank you very much. We hope you'll come to see and use the services at 1919 and 2018 Centre Avenue.

## III

## New Home Economics Programs With the Disadvantaged

New program development was stressed by: looking at major issues in working with the disadvantaged, examining home economics leadership in community settings, taking a field trip to poverty programs in Pittsburgh, and by task force assignments.

Issues in working with the disadvantaged have been described in the papers in Part I of this report and the field trip in Part II.

An introduction to ways society copes with the problem of poverty was presented by Mrs. Churaman. She outlined twenty seven approaches such as: charity, nest egg (grants, facilities), service (health, home-maker), formal education (Great Cities, Head Start), and nutrition (school lunch). Informal approaches involve the use of non-governmental agencies, clubs, and organizations to identify, initiate, or undertake new programs to meet needs.

Citing the St. Paul, Minnesota studies (see Bibliography Geismar, and others), three levels of treatment were identified: family centered, neighborhood or community, and the official administrative level.

Participants were challenged to think of home economics approaches to meeting human needs.

### Symposium: Developing Leadership

Home economics leadership in community settings was examined by Dr. M. E. John, Miss Gertrude Lotwin, Dr. Flemmie Kittrell, and Dr. Rose Cologne. Dr. John, a rural sociologist, stressed the variability of poverty in terms of age when experienced, family type, cause, and the community as a setting. Community resources are important in developing programs to serve the disadvantaged. Community attitudes, images, and opportunities need to be appraised in coping with poverty.

### Facing Realities in Program Development

Miss Lotwin, home economics consultant with the New Jersey Division of Public Welfare, described the contributions a home economist can make in working with a public welfare agency. Her role in welfare varies with the administrator's understanding of home economics. Assignments may range from that of a technician, to a consultant, or an active participant in policy formation. Whatever the home economist's functions, she must base her professional skill and knowledge on scientific findings and have a knowledge of other social agencies, their policies, and their procedures.

Home economics philosophy, knowledge, and skills contribute to the social agency's services in many ways. All areas of family life are of concern to the home economist--food, clothing, nutrition, housing, management, economics, child rearing, parent-child relations, and husband-wife interaction. Home economists can help social workers know "what is enough" to meet needs and help determine basic standards for welfare programs. In addition, the home economist can help integrate casework with related programs--day care, family counseling, use of foods, teaching management of resources, care and furnishing of the home, and so forth.

Miss Lotwin concluded by stressing the significance of systematic steps in working with action programs: (1) define the problem, (2) collect data, (3) analyze the data, draw up conclusions for action, and, (4) test the action.

## Home Economics Training for Leadership

Dr. Kittrell, chairman of home economics at Howard University, stated that providing learning experiences is most essential for leadership in home economics. The home economist must be well trained in the root disciplines of the social, biological, and physical sciences. These provide a basis integrating knowledge about family living.

Several suggestions for leaders were outlined by Dr. Kittrell. Promote basic education for all people. Promote basic respect for every individual. Provide opportunities for every individual to lead a full life. We must enrich programs for the disadvantaged, not just extend them. In conclusion she emphasized the basic rule for good leadership is"Do unto others as you would have them do unto you."

## Wichita: An Experimental Demonstration in Self-Help

A case analysis of the role of home economics in working with the disadvantaged was given by Dr. Rose Cologne. Dr. Cologne, chairman of the department of Home-Community Relations, described her work in Wichita, Kansas in an experimental self-help center. The program was started by the U. S. Office of Education in 1938 and is still in operation.

The process of enlisting the help of organizations (AAUW, League of Women Voters, and others), the "city fathers" and other community leaders was recounted step by step. Spot maps and other techniques were used to document the need for a community program. Eventually work was done in home decoration, foods and nutrition, gardening and canning; recreation, health, and savings.

One of the major emphases was the philosophy that it was a people-oriented program. The clients of the program made the decisions, headed committees, planned activities, and developed new projects.

The vitality of the program after nearly thirty years, shows the soundness of a home economics approach to solving community problems.

(A complete account of the program is given in Muriel W. Brown, With Focus on Family Living: the story of experiments in community organization for family life education.)

# Home Economics Extension Program with Disadvantaged Families*

There are extension programs in all sections of Pennsylvania in both rural and urban areas. Home economists have been asked by state and county agencies and other community groups to help combat poverty.

Many types of programs have been used to serve the disadvantaged.

In Erie, the third largest urban area of the state, the extension home economist assisted the Community Relations Supervisor of the Erie Housing Authority in establishing a homemaker aide program. The home economist helped plan and carry out a training program. Two homemaker aides told of their feelings and experiences in taking the course and working in the project. Their report gave the Conference a first hand account of the "indigenous non-professional." In many ways this was the highlight of the Conference.

Other extension programs range from craft programs to the use of donated foods and clothing construction.

In the Endless Mountain region of Northeastern Pennsylvania extension home economists have developed a program of native crafts. The emphasis is on artistic and salable quality. A group of craftsmen have incorporated and established a rotating jury to decide which products will carry the seal of approval. A Manpower Development and Training program was given to upgrade craftsmen in ceramics, woodworking, and weaving.

Other programs fit almost any area.

In some counties, the home economists have made cookies of surplus commodities and then given a sample of cookies to those who came to the centers to pick up their donated foods. This approach has been successful in many areas.

A "Menu of the Month", suggesting nutritious meals that can be prepared using the surplus foods, was handed out by the home economists at some of the surplus food distribution points along with the sample of cookies.

Meetings also were planned and conducted to teach the use of surplus foods. These meetings provided an opportunity to teach nutrition. The state nutritionists assisted at these meetings.

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*A resumé of two panel discussions dealing with urban and rural extension programs. Participants were: assistant state home economics leaders Mary K. Rissinger, Ellen K. Garber, Bette L. Goddard and Catherine E. Holt; Alda G. Marshall, Erie County associate home economist.

Leadership within the low-income group is important and was often found to be the key to a successful program. In one county, the home economist received the cooperation of a capable leader in a low-income group. This leader provided a meeting place and encouraged the other women to come. In this community, the women looked at the meetings as "something special."

The home economist divided the women into working groups. They prepared a meal using surplus foods, and also set the table. This was a way the home economist could help the women see the importance of providing a pleasant atmosphere for family meals.

Following the meal, time was devoted to teaching nutrition. Discussions were held on foods that need to be purchased to provide an adequate diet.

One of the county extension home economists meets regularly with the Department of Public Assistance staff to discuss nutrition information and surplus food use. The DPA staff and the extension home economist also discuss other low-income problems during these sessions.

One home economist used another method to reach the low-income homemakers. She planned a "party" for the women. She prepared and served an attractive, well-balanced meal with surplus foods. Fifty percent of those invited attended the affair. After the dinner, she discussed some of the other programs in which they could participate. The women had interests in other areas of home economics and were quite receptive to the suggestions.

The 4-H Club members have helped to take information into these low-income homes. The club members become interested in the food prepared at club meetings and talk about it at home. Thus, girls who attend 4-H Club meetings often provide a means of reaching the mother with the information.

In some counties, the home economists have been contacted by church groups for help in working with low-income people. The church group gets the women together, and the home economist does the teaching.

One group included both clothing construction and a nursery school. The women coming to learn to sew brought their young children, and the nursery school was an educational opportunity for them. The group expressed an interest in continuing with more clothing construction meetings at a later date.

Statistics can not provide us with the vital contacts we need or the personalized information necessary to carry out a successful program. However, they can provide us with general information about an area and serve as guidelines for setting up programs in the areas of greatest need.

Census data can be used to show how an area compares with the state as a whole. We used data on population growth, population composition, family income, housing, plumbing facilities, and composition, family income, housing, plumbing facilities, and sanitation.

It is clear that we must locate these people, gain their confidence, and employ new skills and new techniques to teach them better ways of life. We will need patience and understanding if we are to stimulate them to help themselves.

The programs will require the cooperative efforts of many agencies on federal, state, and local levels. Here again, the extension worker can offer his or her years of experience in working with many organizations and many types of people.

It will take a concerted effort on the part of all of us if we are to succeed in our war against poverty. Let us make it known that the extension home economist intends to do her part.

## TASK FORCE GROUPS

In order to examine more effectively the role of home economics in working with the disadvantaged, conference participants established task force groups. The tasks were:

I. Identifying and interpreting home economists role in working with other agencies.

II. Relating basic concepts to lower socio-economic groups.

III. Developing new kinds of programs -- using latest research.

IV. Pre-service and in-service training of teachers.

V. Comprehensive programs for children and parents.

VI. Orienting middle class teachers to values of other classes.

VII. Ways to train and use sub-professionals to help home economists.

The following are examples of the task force reports.

### Task Force III

### Developing New Programs for Disadvantaged Families

(An abstract of the group report by Pauline Reulein, Grace King, Catherine Birth, Gertrude Capps, Carol Sinmott, and Eleanor Tumath).

### The Educator

A. Knowledge

What homemaking knowledge and skills do I have?

Do I realize that skills are a means to an end, not ends in themselves?

Do I know where to gain knowledge of: new research, new approaches, new trends, as well as ongoing programs?

Can I devise creative teaching techniques and approaches?

What evidences do I have that my present goals are being met?

Do I know how to evaluate? Do I recognize its importance?

What are my special strengths which I could utilize in a new program?

B. Attitudes and Feelings

Am I willing to become involved in the problems of the disadvantaged?

Can I examine and deal with these situations with empathy, not sympathy?

Do I feel comfortable with the disadvantaged? If not, why not? Social, racial, cultural prejudices? Lack of experiences?

Do I appreciate the fact that the disadvantaged can help me - that helping is a two-way street?

C. Personal Resources

What are my family commitments?

What are my professional commitments? (my primary roots)

How is my physical stamina?

Do I know how to choose activities in terms of priorities?

## The Resources

Am I familiar with the contributions of other subject fields in the total educational program?

Can I recognize the contribution of other social agencies and work cooperatively with them?

Do I know how to build on 1) the strengths of the sub-cultures in the total community
2) leadership in the community?

Do I know the resources in my community (such as agencies, organizations, industries, professions, institutions, museums, etc.)

Am I familiar with various ways of funding new programs (local foundations, state and federal funds, new legislations, etc.)

Do I realize that I should consult with my administration concerning
1) investigation and initiation of new programs
2) funding of new projects

## Research Provides the Cues - You Provide the Creativity

| Here are the CUES | YOU take it from here - |
|---|---|
| Attitudes of success and failure influence levels of aspiration. | Are there ways in which we can make it possible for our students to experience success? |
| There is a relationship between the socio-economic position of the family and the child's socio-metric status in regard to friendship and reputation at both elementary and secondary school levels. | Have you ever used a socio-metric device? Used with care, devices of this sort can help you better understand the friendship patterns in your classes. |
| All high scorers in reading readiness but one came from middle and upper social classes. The high scorers had a richer verbal environment; there were more books in the home; the children were read to more often; and the children talked more with their parents. | Here is a challenge! Can we help these parents to understand the needs of their children? Can we help older brothers and sisters to accept some responsibility in meeting the needs of their pre-school brothers and sisters? |
| Time orientation varies systematically with social class. | Can we gear our teaching to produce immediate tangible results, as well as the accomplishment of our long time goals? |
| Dr. Frank Riessman in his book, "The Culturally Deprived Child", attempts to characterize the culturally deprived child and to suggest the implications which this has for education. | Why not put this on the list of books you simply have to read? |
| The various frustrations experienced by the culturally deprived child are seen as interfering with his problem solving ability. | Do we sometimes contribute to these frustrations? |
| The tendency of Negro youth to have higher educational aspirations seems to be on a fantasy level rather than a reality level. | Can we help students to bring their vocational aspirations into focus with reality? |

The "Cues" presented in this brochure have been culled from Compensatory Education for Cultural Deprivation by Benjamin Bloom, Allison Davis, and Robert Hess.

## A Suggested Enrichment Approach

### A Teen-Age Personal Service Program

**Goals:** To provide individual assistance to "teens" needing help with problems such as grooming and social development. The underlying purpose is to foster improved inter-personal relationships.

**Suggested Services:**
- Help in improving manners and social behavior
- Personal appearance improvement projects such as: clothing repair and maintenance, hair care and styling, body care, etc.
- Personal consultation for example: conflicts with family or friends
- Free and/or loan materials (pamphlets, books, etc.)

**Housing, Space and Equipment:**
- A room in neighborhood school, housing project or community center
- Shower facilities
- Grooming supplies
- Shampoo and hair styling station
- Sewing, pressing, etc., work station, mirrors
- Conference area or consultation office
- Resource materials and library facility

**Staff:**
- A home economics teacher - director
- Selected professional specialist consultants (fashion experts, beautician, nurse, social worker, counselor)
- Community volunteer assistants
- Student aides

(Staff selection based on ability to relate well to teenagers as well as skill, especially as related to underlying purpose)

**Operation Schedule:**
- The service center should be open throughout the school day with some evening and/or Saturday service
- Students should choose convenient times considering their arrival at school, study periods, and after school duties
- A "by appointment" system should be followed for some services

**Possible Evaluation:**
- Tabulation of use of services provided

Task Force V

## Developing Parallel Programs for Youth and Adults in the Low Economic Group

(An abstract of the group report by Elizabeth Meskimen, Helen Rubin, Linda Van Wyck, and Hannah Janjigian)

### I. Some Characteristics and Possible Approaches To Working With the Poor

| Characteristics | Approaches |
|---|---|
| Need for recognition as people with individual differences and individual needs. | Be concerned with physical, psychological, and social needs. |
| Need for respect | Build respect through their interest |
| Aspire to middle class status | Begin where they are. Stimulate aspiration growth in terms of opportunity. |
| Limited self image | Make no value judgments. Seek positive approach to build self image. |
| Tend to mistrust | Remove barriers to communication. Accept their right of choice. Help them to recognize the consequences of choices. |
| Need for adequacy | Recognize their strengths, ability to cope with their own environment. |
| Have lower socio-economic attitude | Develop programs directed toward solving immediate problems of food, clothing and shelter. |
| Desire for education | Help design programs to prepare them for employment. Have all materials and textbooks oriented to their needs and level. The teacher must care, be empathic. |
| Have limited goals | Help them determine their own realistic goals<br>Build on concrete useful evidence. |
| Concern over lack of money | Work with priorities of needs. Use the community agencies and services. |

## II. Suggested Ways of Finding and Making Personal Contact with the Disadvantaged

Use social agencies and community services
- Public welfare
- Red Cross
- Employment Department
- Housing Authority
- Home and School Officer
- School and other public records
- Court
- Police
- Health Department
- School Lunch personnel
- Census data

Use personal referrals
- neighbors
- teachers
- public health nurses
- bowling alley operators
- druggists and other business men
- brothers and sisters
- parents
- peers
- bartenders
- mail man

## III. Suggested Ways of Developing Parallel Programs for Youth and Adults

| Ways of Reaching | Program Ideas |
|---|---|
| 1. Find the Key Person (a recognized leader of the disadvantaged)<br>Examples:<br>Neighborhood resident<br>Extension agent<br>Youth group leader<br>Church leader<br>Teacher, bartender<br>Policeman on the block | 1. Cooperative child care, nursery school<br>2. Field trips<br>3. Community center program - recreation, drama, painting<br>4. Consumer education in cooperation with retail stores, labor unions, credit unions<br>5. Teach home economics skills to children and adults |
| 2. Start where they are | |
| a. use mass media | 1. Spot announcements or opportunities and services on radio and t.v.<br>2. Newspaper stories on "best buys," homemaking hints |

| Ways of Reaching | Program Ideas |
|---|---|
| | 3. Question - and - answer features on radio, in newspapers |
| | 4. Request showing of relevant films on t.v. as a public service (See film bibliography) |

| Ways of Learning | Program Ideas |
|---|---|
| b. Work through existing programs - day care centers, youth agencies, churches, housing projects, labor unions | Group programs: |
| | 1. Use of donated foods, clothing, care menus |
| | 2. Child care |
| | 3. Job opportunities, training programs |
| | 4. Legal aid |
| | 5. Parent - adolescent problems |
| | 6. Consumer protection and education |

Task Force VII

## How Nonprofessionals Can Contribute to Family Living Programs

(An abstract of the group report by Barbara Reed, James Kemp, Jeanette Lynch, Patricia Cyphers, and Carolyn Brown)

## I. DEFINITION OF TERMS AS RELATED TO THIS REPORT

NON-PROFESSIONAL--An individual who does not possess the education or training generally required for the Home Economics profession or related fields and who helps promote the objectives of a program under the direction of a professional.

INDIGENOUS NON-PROFESSIONAL--A trained individual from within the disadvantaged group who works with her peers in helping to promote home and family living within a particular community. She is a bridge between the client from the disadvantaged and the middle class oriented professional. She shares a common background, language, ethnic origin, style and group of interest which would be impossible and perhaps undesirable and unwise for most professionals to maintain.

UBIQUITOUS NON-PROFESSIONAL--An individual from the ranks of the middle class group possessing the same social background, the same attitudes and values and to some extent the same educational background as professionals and trained to work with the disadvantaged.

## II. SUGGESTED JOB ROLES

Following are suggested job roles for non-professionals as they relate to family living and youth.

The Home Economics Home Visitor Aide - assist the home economics teacher by keeping in close contact with the students in their homes in connection with the home experience program.

Job responsibilities: identify especially with the disadvantaged students to help them identify and carry out the most benificial home experiences, serve in much the same relationship between the teacher and the student as that of a nurse between the doctor and the patient, help keep records, progress reports, and make evaluations.

The Mental Hospital Rehabilitation Aide - might be a person who could work with patients who may have had homemaking problems and who are about to be discharged from the hospital to return to these homemaking responsibilities.

Job responsibilities: Help give demonstrations and help with practice of various homemaking skills such as meal planning and preparation, clothing construction and repair, housekeeping techniques, leisure time activities and so forth.

The Aide To the Elderly - could serve many needs to those in advanced years in many socio-economic groups including the disadvantaged, the middle class, those living in retirement homes and villages, nursing homes and public institutions.

Job responsibilities: help with meal planning and preparation and service, help with purchasing, help with cleaning and other housekeeping duties, be a friend and companion, assist with leisure time activities.

The Extension Aide - could work with and assist the Cooperative Extension worker in the office and in the communities.

Job responsibilities: preparing visuals for meetings, leader training and television, assisting with community and county fairs, assisting with field days, field trips and other Extension events, help to keep 4H statistical records and assist with office procedures, filing, inventory, publicity and newsletters.

The Extension Home-Community Aide - could serve as the liaison between the Extension worker and the community..the aide would spend the greatest amount of his time contacting individual homes.

Job responsibilities: visiting homes in order to determine family needs, refer requests for specific subject matter help to the Extension worker, provide helpful information to Extension workers for program development, seek out new neighborhoods or communities where possible 4H or youth programs might be initiated, and be constantly alert for new community leadership.

The Home Industry Craftsman - could be a person from the disadvantaged group who is either: (a) presently trained in a craft and could use a Citizen's Action Program as an outlet for selling his craft items... or (b) capable, through training, to produce a saleable craft item - rugmaking - wood carving - weaving - quality craft items hopefully.

The Recreation Aide - could be one who assists agencies in developing wholesome recreational activities in order to strengthen family relationships among the disadvantaged by:

Job responsibilities: providing information on planning family outings, providing information on camping safety, hygiene and sanitation, assisting with home craft skills and ideas, providing recipes and instruction for outdoor cooking procedures, and assisting with providing materials and information on nature study.

The Home Economics Teacher Aide - can be trained on the job by the Home Economics teacher to be of great service to both the teacher and the students, especially those who come from the lower socio-economic groups.

Job responsibilities: check supplies and equipment, order or purchase food or small equipment supplies needed for daily classroom work, set up demonstrations, arrange room for special class work, help with room decoration, help with visual aids, i.e., bulletin boards and equipment, help with evaluation or class progress, identify with students from disadvantaged families to give teacher insight into needs, and assist with classes in adult education.

The Future Homemakers of America Advisory Aide - might work at either the state level or at the local levels with the home economist youth organization. This aide might serve one or more home economics teachers in a certain locality and perhaps headquarter in a county office or assist the state advisor(s) with work directed to all chapters in the state.

Job responsibilities: at the local level--(these responsibilities might be in addition to those listed for the Home Economics Teacher Aide), serve as a liaison between the state department and the local advisor(s), encourage chapter membership especially among the disadvantaged youth help plan and carry out programs, beneficial to all socio-economic groups, help with reporting, filing, publicity and so forth. At the state level--assist with distribution of material and information to local advisors or nonprofessional aides, assist in planning programs at the state level and carry out details, serve as a liaison between the state FHA advisor and other state staff personnel where other state responsibilities prevent close work with the organization by all.

Management aide, homemaker's aide, homemaking guide - one who is trained, directed and supervised by home economist employed by Extension, school, welfare, health or social agency. Discusses with economist problems, strengths, needs, accomplishments of family in seeking further guidance.

Helps the homemaker develop competence and more wholesome attitudes and feelings about her role as homemaker, especially as related to the interpersonal relationships within her family.

This help would be given specifically through guidance and demonstrations while she is in the home. She does not fit into an emergency situation.

Job responsibilities: improved management including marketing and preparation of foods, purchase of clothing, furnishings, equipment, time, etc., improved home maintenance which includes all interior cleaning, laundry, cleaning of furnishings, floors, walls, etc. and minor repairs to equipment, furnishings, etc., better personal health.

Such other duties as are considered to be in the best interest of all concerned, e.g. participation in community efforts of varying nature.

Homemaker services aide--homemaker aide--homemaker - One who might be hired and supervised by a health, welfare or by a private family, public or private social agency. Home economics training would be under direction of home economist, who along with other appropriate professionals, would advise the aide how to work with family.

Job responsibilities: goes into home when there is an emergency situation, e.g. illness, extreme disorganization, absence of parent or other person to act as homemaker for family, performs homemaking and management tasks, taking the place of the homemaker, may or may not also perform home nursing services for the family, may or may not have responsibility to teach the family improved homemaking or home management skills.

Homemaker's Assistant - One who works under the direction of the homemaker in carrying on various responsibilities required when maintaining family life in a pleasant, clean and orderly home.

Job responsibilities: use and care for equipment appropriate for cleaning, assist or do the laundry of small items, plan, shop for food, and prepare and serve simple meals, take telephone messages and answer the door when someone calls at the home and meet ordinary emergencies which arise during the homemaker's absence.

Job opportunities: individual family's home

Consumer Education Aide - one who visits businessmen and families in their neighborhoods to identify.

Works in neighborhood or community-based program under the direction and supervision of home economist employed by school, Extension, Better Business Bureau. Assists home economists in identifying consumer problems and seeking alternate solutions.

Job responsibilities: Home visits to understand consumer problems, visits with businesses to understand their viewpoints and discuss ways business can cooperate in solving consumer problems, collects price, quality, availability data, assists in organizing and conducting educational shopping tours, mass mobile consumer education unit, and assists in preparing and distributing educational materials.

Clothing Aide - trained by and works under direction and supervision of school or Extension home economist in neighbor or community-based program. May assist in setting up used clothing center, staffed by part-time, paid teenagers. May assist in setting up informal training center. May assist in group or individual teaching of clothing selection, care, construction, or personal grooming subjects.

Job responsibilities: Home visits, assemblying equipment and materials, soliciting used clothing, manning informal training center, instructor, organize and conduct tours to laundro-mats, self-operated cleaning units.

Housing and Home Improvement Aide - trained by and works under direction and supervision of school or Extension home economist, or home economist employed by Home Builders or Realtors organization. Also might be backstopped by such professionals as 4H agents or home engineers specialists. Probably would work in neighborhood or community-based program.

Job responsibilities: visit disadvantaged families to observe ways to help beautify homes and the whole community, teach individually, and assist with teaching groups in ways to repair and beautify the home, assist in setting up demonstrations and otherwise teach individuals and groups in ways to make yards and neighborhoods attractive, and work with businessmen in the neighborhood to seek their cooperation and help.

Child Care Aide - One who assists in the care of young children under the supervision of a professionally trained person.

Job responsibilities: assists with such activities as story-telling, creative and play activities appropriate to various age levels of children, assists with the supervision of children with their toilet practices, dressing, eating, resting and play activities, helps children to develop good housekeeping habits by putting toys away when they are finished playing with them, etc., helps prevent accidents and alert to safety practices, assists in administering first aid and assists in food preparation for children.

Job opportunities: Child Care Centers and Nurseries, Individual family's home to care for children while mother works, Department store nurseries, bowling alleys, health clinics, airports, and churches.

Aide to the Elderly - One who relieves family members or others from the responsibilities for the well-being of an elderly person. This person may or may not live in the home.

Job responsibilities: Assists the older person in meeting his own needs, assists the elderly person with his personal, social or routine business matters, assists the elderly with leisure time activities, such as handwork, reading to the older person or helping entertain him, helps in time of emergency, does personal shopping or runs errands, encourages neighbors or friends of older person to drop in and visit, assists with small household tasks, and prepare and serve meals, if needed, for a certain meal each day.

Job opportunities: individual's home, nursing homes, and retirement villages.

Food Service Worker - One who prepares and serves food under the direction of a supervisor or dietitian.

Job responsibilities: prepares and cooks foods, stores food and supplies, and assists with the serving of food, if needed.

Job opportunities: hospitals, nursing homes and homes for the elderly, child care centers or nursery schools, children's clinics or children's homes, school lunch rooms, airport and other catering services and food automat companies.

Aide to the Physically Handicapped - One who works under direction and supervision of home economist and other appropriate professionals, such as occupational therapist, nurse. Is trained and receives continuous guidance in dealing with family problems from the professional backstop tea. Could be hired and work in neighborhood or community-based program conducted by extension, school or social agencies.

Job responsibilities: gets acquainted with patients and their problems before they leave the hospital, drops in on handicapped when they return home, acquaints handicapped with specially-designed furniture, equipment, kitchen or other building plans, clothing, etcetera, assists in buying or making such specially designed equipment and materials, helps handicapped learn to use such equipment or materials, and helps get handicapped back into the community social group.

Family Appreciation Aide - One who contributes to dispeling prejudice and increasing appreciation of other neighbors' cultural backgrounds. Works in neighborhood-based or community-based programs under direction and supervision of school, settlement house, extension, community action group, church, or social agency. Is trained by and receives continual advice from home economist skilled in family relations, psychology, recreation or from a team made up of professionals having these sorts of knowledge and skills. (See Training Local Leaders, p. 164, Neighbors in Action, De Bois.

Job responsibilities: contacts parents of children in one classroom at a time to invite them to home festivals--parties designed around spring, fall, harvest, Thanksgiving. Parents and children attend. Plans and conducts party--particularly group discussion based on common childhood and other pleasant family experiences recalled in relation to the season. Builds respect for cultural backgrounds among neighbors. Locates and helps train a few parents from each classroom to guide the discussion. Purpose is to motivate neighbors to work together on common problems. Conducts parrandas--progressive dinners in neighborhoods, using family dishes, hosts describing family customs and values. Helps teachers conduct classroom festivals. Arranges for folk songs, dances, other national art forms at functions, studies and searches out national customs to help in planning homefestival approaches.

## OTHER JOBS WHERE NON-PROFESSIONALS MIGHT WORK:

Utility Home Economist Aide

Commercial Food Homemaker Service Aide

Sewing Machine Demonstrator

Textile Laboratory Assistant

Commercial Seamstress

Clothing Alterationist

Dressmaker or Clothing Maintenance Worker

Interior Decorator Aide

Hotel and Motel Housekeeping Aide

Caterer

Television Aide

# Bibliography

Charlotte V. Churaman*

A major resource of the conference was a working library of books, periodicals, pamphlets, tapes, and reprints collected for the exclusive use of conference participants. In addition, the facilities of the Audio-visual Aids Library, The Pennsylvania State University, were available for conference use.

The material which follows is an abridged edition of a thirty-one page bibliography. In a few instances new references have been added. A new service Poverty and Human Resources Abstracts published by The University of Michigan and Wayne State University (P.O. Box 1567, The University of Michigan, Ann Arbor, Michigan 48106) has, made it possible to keep current in the field.

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June 28 - July 9, 1965
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American Home Economics Association
1600 Twentieth Street, N.W.
Washington, D. C. 2009

American Vocational Association
1025 15th St. N.W.
Washington, D. C.

Budget Standard Service
225 Park Avenue South
New York, N.Y. 10003

Community Services Committee
AFL - CIO
815 16th St. N.W.
Washington, D. C.

Conference on Economic Progress
1001 Connecticut Avenue, N.W.
Washington, D. C.

Consumers Union of the U.S.A. Inc.
256 Washington Street
Mount Vernon, N.Y.

National Education Association:

Department of Audio Visual Instruction
1201 16th St. N.W.
Washington, D. C.

Department of Elementary School Principals
1201 16th St. N.W.
Washington, D. C.

Department of Home Economics
1201 16th St. N.W.
Washington, D. C.

Educational Policies Commission
1201 16th St. N.W.
Washington, D. C.

National Institute of Labor Education
250 West 57th Street
New York, N.Y. 10019

Office of Economic Opportunity
Washington, D. C.

Planned Parenthood Federation of America
515 Madison Avenue
New York, N.Y

Public Affairs Committee
381 Park Avenue South
New York, N.Y. 10016

U. S. Government Publications:

1. Presidents Appalachian Regional Commission.

2. Presidents Committee on Consumer Interest.

3. Presidents Commission on the Status of Women, Womens Bureau Department of Labor.

4. Presidents Science Advisory Committee.

5. Presidents Task Force of War Against Poverty.

6. U. S. Department of Agriculture.

    a. Agricultural Research Service
    b. Economics Research Service
    c. Federal Extension Service
    d. Farmers Home Administration

7. Department of Health, Education, and Welfare.

    a. Office of Education, Division of Vocational and Technical Education
    b. Social Security Administration
    c. Welfare Administration

8. Department of Interior.

9. Department of Labor

    a. Bureau of Labor Statistics
    b. Womens Bureau
    c. Manpower Administration

10. Superintendent of Documents Government Printing Office.

Finally, each state has a Federal Cooperative Extension Service associated with its Land Grant University. The extension service will have many publications useful in the war on poverty. Write: Bulletin Office, Extension Service, care of your land grant university or consult your county extension agent.

## FILMS ON POVERTY

The Captive. 28 minutes. Black and white. Quest Productions for Dept. of the Church in Town and Country, National Council of Churches, 475 Riverside Drive, N.Y., N.Y. 10027. Rental $8.00.

Documentary story of Herb, 33 year old, unemployed man in West Virginia, and his family. Illustrates the problem of poverty and its effect on individuals. Traces loss of self-esteem and confidence accompaning failure to find job, shows how a human being can become captive to poverty. The film is a very forceful call for action. No answers are given. The Captive raises many issues for thought and discussion.

The City of Necessity. 1963, 16mm. color, sound, 30 min. Audio Visuals, Stewardship Council, 1501 Race St., Philadelphia, Penna. 19102. Rental $12.00.

Depicts the life of some of Chicago's poverty stricken families and dramatizes their lot. Produced by the Chicago City Missionary Society, The United Church Board of Homeland Ministries, and the Protestant Episcopal Church.

"The Hard Way". 60 minutes. Produced by Transaction. Swank Motion Pictures Inc., 621 North Skinker, St. Louis, Mo. 63130. Rental, $10.00.

A documentary on poverty based on the ideas of S. M. Miller. It was made on location in New York, Syracuse, and St. Louis. "The Hard Way" dramatizes the different worlds of poverty inhabited by people with limited opportunities to rise to a place in the affluent society.

The Homeless Man. 1963, 16mm. film, black and white, sound, 27 min. Philadelphia Redevelopment Authority, 211 South Broad Street, Philadelphia, Penna. 19107.

Story of Philadelphia's Skid Row and the city's approach to eliminating through an Urban Renewal Administration Demonstration Grant. The experiences should be applicable to other cities with a similar problem.

Lewis Mumford on the City. A series of six, half-hour films based on his book "The City in History." 1963, 16mm., black and white, sound, 30 minutes each. Contemporary Films, Inc.:
267 West 25th St.
New York, N.Y. 10001

1211 Polk St.
San Francisco, Calif. 94109

One of these, The City As Man's Home is especially relevant to home economists. This film discusses slums, public housing complexes, mass suburbs, and luxury apartments. It focuses on the paradox of rising personal standards of living and falling communal standards of living.

Operation Bootstrap. 10 minutes. U.S.D.A., Office of Information, Motion Picture Service, Washington, D. C.

Rural Poverty. 28 1/2 minutes. U.S.D.A., Motion Picture Service, Washington, D. C. 20252. No rental charge.

"Rural Poverty" was filmed in parts of Appalachia, the South, New Mexico, and the Lakes States. It shows conditions of rural poverty, and what people are doing to counteract it with Federal and State help where necessary.

"Spring Comes to Vintroux". 16 minutes color/sound. Federal Extension Service, Room 5056, Southern Agricultural Building, U.S.D.A., Washington, D. C.

An account of a socially and economically disadvantaged community development project in southern West Virginia. Progressive accomplishments of the project include establishment of a pre-school "experience center," work with children, their mothers and fathers, and a 4-H club. Produced by Cooperative Extension Service, Appalachian Center, West Virginia University in association with Federal Extension Service, U. S. Department of Agriculture.

Superfluous People. 54 minutes. Produced by WCBS, distributed by McGraw-Hill.

Describes superfluous people in New York City. Portrays the plight of homeless men, unwanted babies, youth without an education or jobs, urban renewal, slums, and the welfare recipient. The film has such a profound impact on audiences that discussion seem superfluous.

Walk in My Shoes. 54 minutes, black and white. McGraw-Hill, 330 West 42nd St., New York, N. Y. 10036. Rental $10.50.

The dilemmas of the American Negro are presented by interviewing a cab driver, professional men and women, the unemployed, and Malcolm X of the Black Muslims. The problems of unemployment, discrimination, integration, and civil rights, are sensitively and powerfully portrayed.

# Report of Conference Evaluation

Elizabeth M. Ray*
A. Laverne Phillips**

## Understanding the Disadvantaged

Consistent with the proposed intention of evaluating conference outcomes, a test of knowledge of and attitudes toward the disadvantaged was developed. This measure consisted of eighty items. There were 25 items directly related to the proposed content of the conference--working with disadvantaged individuals and/or families. There were 40 items tapping general knowledge which was judged to be of particular value to individuals who would work with the disadvantaged. An additional 15 items dealt with attitudes toward working with children of the disadvantaged in a teacher-student relation.

The test was made up of positive and negative generalizations which could be answered by the simple true-false format. Each item required an additional response indicating the degree to which the individual was certain of his response. The conference participants took the test early in the first day of the two-week session and repeated the same test at the end of the last day of the conference. A total of 37 individuals took both the pre- and post-test, therefore the results reported herein are limited to the performance of these participants.

The reliability of the test was estimated by means of an Analysis of Variance technique using the certainty scores. The index of .887 for the total test using pre-test data indicates that the measure is respectably consistent. The three sub-tests produced indices of .725 for the items related to the disadvantaged; .841 for the general items and .692 for the attitude items. In addition the intercorrelation of sub-test scores indicates that the sub-test on attitudes represents a dimension apart from the two knowledge scores. The correlation between knowledge of the disadvantaged and general knowledge was .706, while that between knowledge of the disadvantaged and attitude was .237 and that between general knowledge and attitude .385. The mean inter-item correlation was .090.

The post-test data were analyzed to determine the status of the test as a measure of final status. The overall reliability was .774; for the 25 items on the disadvantaged .436; for 40 general knowledge items .655 and for the attitude items, .607. The intercorrelation of sub-scores at the post-test level produced the following results:

| | |
|---|---|
| Knowledge of disadvantaged with general knowledge | .733 |
| Knowledge of disadvantaged with attitude | .042 |
| General knowledge with attitude | .364 |

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The mean inter-item correlation for the post-test was .041.

The test results were analyzed in two ways. The first of these included looking at numbers of items right on each of the three sub-tests and at the total number right, and then the changes which took place from pre-test to post-test. The second method of analysis involved looking at the weighted or certainty scores which are said to represent the extent to which the individual knows what he knows. This method of scoring is believed to compensate for guessing and to give more highly reliable results.

Presenting raw score results first we note that very little mean change took place. In fact the mean change in attitude was in a negative direction; however, the summation of change on the three sub-tests did result in a significant positive gain for the total test.

Table 1

Pre-Test/Post-Test Comparison of Raw Scores
With Sub-Scores and Totals Identified
(N = 37)

| | Pre-Test Scores | | Post-Test Scores | | Mean | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | Diff. | t-values |
| Test I | 17.16 | 2.04 | 17.92 | 1.66 | .76 | 1.834 |
| Test II | 27.54 | 3.34 | 28.51 | 2.76 | .97 | 2.020 |
| Test III | 7.62 | 2.28 | 7.41 | 1.98 | -.22 | .520 |
| Total | 52.30 | 4.68 | 53.84 | 3.95 | 1.54 | 2.154* |

Table 2

Pre-Test/Post-Test Comparison of Weighted Scores
With Sub-Scores and Totals Identified
(N = 37)

| | Pre-Test Scores | | Post-Test Scores | | Mean | |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | Diff. | t-values |
| Test I | 63.43 | 16.84 | 79.24 | 16.34 | 15.81 | 5.093*** |
| Test II | 95.84 | 27.63 | 121.19 | 19.93 | 25.35 | 7.843*** |
| Test III | 30.54 | 10.56 | 33.89 | 10.23 | 3.35 | 1.792 |
| Total | 189.81 | 46.09 | 237.03 | 33.33 | 47.22 | 8.458*** |

Mean changes in knowing and in attitude were very small when the criterion was raw scores; however, the weighted scores reveal that highly significant changes took place within the group in terms of the certainty with which they knew and believed. All three sub-tests and the total showed positive change in certainty with the changes in relation to knowledge of the disadvantaged and general knowledge significant beyond the .001 level as was the total gain score. Although the mean attitude score was three points higher at the post-test level this was not a large enough value to be interpreted as significant change. In view of the fact that the mean raw score for the attitude items actually revealed a lower score in the post-test than in the pre-test, we must conclude that the conference did not provide a powerful enough affect to change the attitudes of participants. It is of interest to note that conference participants actually made more noticeable changes in general knowledge, too, than they did in knowledge of the disadvantaged.

## Personal Reactions to the Conference

Each conference participant was asked to complete a simple check list to evaluate the effectiveness of various phases of the conference. The scale gave five points for a rating of excellent; four points for good; three points for fair; and two points for poor. The responses give concrete proof of what was apparent to the conference personnel. The participants were generally satisfied and stimulated by the conference and were valuing the experience highly throughout the two-week period. The mean rating on twenty-four items was 4.80.

The educational research materials provided for the participants were valued highest with a mean of 4.60 out of a possible 5.00 given this group of items. The check sheet categorized the resources as books, films, reprints and other materials. The conference participants valued these in the following order:

| | |
|---|---|
| Resources | 5.00 |
| Films | 4.89 |
| Reprints | 4.80 |
| Other Materials - | |
| Books | 4.52 |

Second in importance was the field trip and associated experiences with a mean for the related categories of 4.67. The next most valued experience related to the series of excellent speeches which were given by well known experts in the field. These ran through the two weeks of conference and were endorsed to a value of 4.36. Because there are clues here for conference speakers to address similar groups speakers are listed in order of their scores:

Dr. Frank Riessman
Mrs. Margaret Skell
Dr. Arthur Gravatt
Mrs. Camille Jeffers
Mrs. Roberta Frasier
Miss Barbara Kemp

Near the end of the conference individuals joined Task Force groups to work on problems of common interest. This experience was given a score of 4.12 which reflects a degree of frustration experienced by some individuals and groups. Though some wanted more time devoted to this experience, others wanted less time devoted to it.

Least successful of all were the living and eating arrangements provided for the conferees. This received a score of 4.10 with Housing getting the lowest rating of all items (3.69).

Participants were asked to identify the one most rewarding experience of the conference. The responses touched on a variety of items. Most mentioned were statements such as the following:

> The opportunity to meet and work with so many interesting, active and concerned persons involved in the attempt to formulate plans to help disadvantaged youth and adults.

Other most mentioned experiences were:

The field trip to Pittsburgh
The Task Force experience
Opportunity to hear outstanding speakers.

## Summary

In general, the conference experience was a stimulating educative interval for the participants. Those with more experience valued the workshop most, however, those with less experience had higher scores on the test at both the pre-test and post-test levels. Supervisors valued the experience more than teachers; yet teachers, predominantly in the younger group, tended to know more about the disadvantaged.

Other findings which are of interest, yet difficult to interpret include:

- Conferees whose parents were from lower occupational status had higher pre-test scores.

- Conferees' pre-test attitude scores were negatively related to their husbands' parents' educational level.

- Conferees' pre-test attitude and general scores were positively related to their own educational level.

- Conferees' pre-test attitude and general scores were positively related to their husbands' educational level.

- Conferees' pre-test and post-test general and total raw scores positively related to number of children in the family and to the conferees' position in the family.

## DIRECTIONS

This test deals with concepts important to one's understanding of the disadvantaged. The information concerning these concepts is stated as positive and negative generalizations. Those statements which conform to facts or principles are considered to be positive generalizations; all others are negative generalizations. Read each statement carefully and decide if the generalization is positive or negative.

Your response to each item will be made by circling one of the numbers in the appropriate position on the answer sheet. The following code is used to represent the degree of certainty of your response:

5 - quite sure
3 - reasonably sure
1 - an educated guess

Sample Items:

1. In general, disadvantaged people lack intelligence.

2. It is unusual for a normal girl to show no signs of physical maturity by age 16.

3. Most poor people are poor because they are lazy.

### SAMPLE ANSWER SHEET

Positive Negative
1. 5 3 1 5 3 [✓ 1]
2. 5 [✓ 3] 1 5 3 1
3. 5 3 1 [✓ 5] 3 1

The placement of the responses to the items indicates that 1 and 3 were considered to be negative generalizations, while item 2 was positive. Note that the examinee answered each of the items correctly but was not equally certain about his decisions.

Time - 50 minutes

### SECTION I

1. The national government has recently defined the poor in the United States as those with an annual income of less than $3,000.

2. The economic activity of the family affects the nation in much the same way as the economic state of the nation affects the family.

3. Interest in family life is bound up with psychological and physiological gratifications which are conditioned through socialization.

4. Teachers need special training to be successful with disadvantaged children because their socializing experiences are different from the culture that has molded the school and its educational techniques.

5. Rules regulating relationships within families are less restrictive than those regulating relationships among families of different races, economic backgrounds, or culture.

6. It is difficult to alleviate poverty because poor people rarely recognize that they are poor or that they need help.

7. Developmental tasks for both sexes are the same within the same age group.

8. Development involves interrelated quantitative and qualitative changes which are continuous and appear in an irreversible sequence.

9. Two approaches which are employed in defining the lower class are by economic status or income and by style of life.

10. Simplicity and familiarity are necessary conditions for an individual to become inwardly motivated to seek knowledge and understanding.

11. In general, all behavior can be associated with some object, condition, or activity which will satisfy conscious or unconscious striving.

12. Alleviating poverty conditions by providing a national minimum income has been given serious consideration by some economists.

13. The small intimate group rather than the larger society is where the proper way to behave is learned and enforced.

14. Stimulation and human interaction are necessary for optimal physical development as well as for optimal social development.

15. Deprivation has an effect on the development of conceptual skills and abilities as well as on the actual concept attainment.

16. Since our society is characterized by rapidly changing technological, social, and economic conditions, long range planning has lost much of its promise for the disadvantaged families.

17. One effect of kinship systems is the discontinuity of the nuclear family and the consequent demand to adjust to the larger society.

18. Low income groups are not troubled by illegitimacy because birth in wedlock and marriage are not held as important values.

19. Every known society differentiates among age groups and assigns specific developmental tasks to each group.

20. The national government has recently described the poor in the United States in terms of their style of life.

21. Those conditions marked by scarcity have a far greater demand for management than those in which most resources are found in abundance.

22. The happiness of the family ultimately rests with its ability to manage the material and non-material resources which are available to it.

23. Many poor people are unwilling to give up their present situations however intolerable they may be.

24. There are individual differences in the rate and sequence of development making the various developmental changes unpredictable.

25. When the real world and motives of an individual are at odds, the individual first tries to bring the real world in line with his motives.

26. The estimated school dropout rate among students is highest for those from families of less than $3,000 income.

27. Whenever family relationships are satisfactory, the aspirations (occupational and social) of the individual members tend to be consistently related to the aspirations of other family members.

28. In our present day society, autonomous families take care of their needs independent of any social or community agencies.

29. Many teachers are unable to work effectively with disadvantaged children because they do not respect them as individuals.

30. The importance and disposition of resources is determined largely in relation to the role that the particular resource plays in goal attainment.

31. Attempts to acquire the image assigned by society are likely to be deliberate and intentional on the part of the individual during childhood and adolescence.

32. There are no differences other than income between the disadvantaged and the advantaged.

33. In contrast to behavior which is directed toward satisfying psychological motives, behavior directed toward satisfying physiological motives is the same from one individual to the next.

34. The lower class child enters school prepared to produce but school experiences become negatively rather than positively reinforced.

35. When there is conflict between psychological and physiological motives, it is more likely than not that satisfaction of the physiological motive will be postponed or even renounced entirely in favor of a psychological motive.

36. Education can serve to improve an individual's economic competence as well as his style of life.

37. The major single factor which promotes a satisfactory relationship among individuals is a common cultural background.

38. Understanding one's self helps in understanding other persons who have similar values, standards and goals, but has little value in understanding persons who have entirely different values, standards, and goals.

39. The characteristics of disadvantaged people are highly homogeneous; therefore, they may be understood with respect to commonly held attitudinal and behavioral patterns.

40. Poverty conditions affect a child's capacity to learn because his potential for development has been limited.

41. Across societies, the husband is more likely to provide material support and act as authority, and the wife is more likely to provide affection and moral support in the family unit.

42. Failure in school is inevitable for most disadvantaged because their deprivations are intellectual as well as economical.

43. Children who develop faster than their peers are not likely to retain their advantages because slower children are likely to catch up by compensating acceleration at a later date.

44. The universal importance of a family exists because it performs major social functions without which a society could not be maintained.

45. The advantage of using an economic indicator in defining the lower class is that it specifies a category to which corrective legislation can be directed.

46. Conflicts in family relationships which hinder the attainment of family goals bring about the need for more concrete regulations for individual and group responsibilities.

47. In the absence of deprivation, physiological motives are manifested in behavior governed primarily by psychological motives.

48. The smallest variation in scores on measures of concept attainment among individuals of different socio-economic levels occurs during the first year of school.

49. Human behavior is far less subject to the direct control of physiological motives than to the direct control of psychological motives.

50. One of the few characteristics which remains constant from one poor family to the next is an inadequate income.

51. Friendship is more frequently built on similarity of values than on similarity of other personality traits.

52. Tension is likely to exist between individuals until a mutually recognized proper behavior is established for their relationship.

53. Because there are differing styles of life among the poor, services and action programs should be geared to the unique problems of individuals in the poverty category.

54. In all societies there is a recognizable family unit whose functions are economic and emotional support, child-bearing, and child-rearing.

55. A great deal of behavior among low income families shows a striking resemblance to the life style of those in other income brackets.

56. Social development results from deliberate attempts on the part of society to mold the individual into a normal human being.

57. Persons 65 years and over constitute the largest subgroup in the poverty category.

58. An individual finds his membership in a group more satisfying when he accepts the group's opinions as his own.

59. General mental growth from birth through adolescence has about the same pattern as general physical growth during these years: they both are very rapid at first but decline in their rate of increase as puberty is reached.

60. A reasonable explanation for the Negro-white conflict in the United States is that there has been insufficient contact under conditions of equality.

61. Discrimination and segregation are major contributing factors in the poverty conditions of those constituting the colored poor in the United States.

62. Each stage of an individual's life requires an adjustment in which he must acquire different roles and establish new kinds of relationships with his family and his friends.

63. The extent of any relationship between individuals rests on the amount of contact and shared values.

64. To some extent, family life is a luxury for deprived people.

65. In the performance of complex skills, encouragement before the age of physical readiness accelerates the onset of the ability to perform.

## SECTION II

The following items have particular relevance to teacher-pupil interaction. They, too, can be considered as positive and negative ideas in relation to preferred behavior or outcomes. Your response to these items is the same as described in the DIRECTIONS.

66. A teacher may have to ask students to do many things in which they see no value.

67. Students tend to think that their teacher does not know what boys and girls their age are like.

68. A teacher should feel free to examine and question ideas of a controversial nature with students.

69. Students find it difficult to realize that teachers are really interested in them.

70. A teacher should try to make students feel that what they say or do, or want to do is important.

71. A teacher should be as sincere with students as he is with others.

72. Students are often reluctant to ask questions even when they need help.

73. A teacher is often unable to be friendly with students.

74. Students can usually recognize a teacher's efforts in trying to help them become better persons.

75. A teacher, at times, may be forced to use bias in dealing with students.

76. Students frequently assume that their teacher cannot tell if they are honest or if they are dishonest.

77. A teacher should be willing to re-examine his own attitudes toward students.

78. Students usually think that teachers give an equal share of attention to each other.

79. A teacher may find it difficult to withhold criticism of students.

80. Most students feel that they can talk with their teachers about both academic and social problems.

## Follow-up Evaluation

In February 1966, seven months after the conference, participants were asked to evaluate the conference in terms of:

1. The usefulness of the Conference to you viewed in retrospect.
2. Programs, projects, or project proposals which can be considered an outgrowth of the Conference.
3. New contacts within your own profession or with other professions related to work with the disadvantaged.
4. Talks, panels, etc. in which you have participated as a result of your attendance at the Conference.

Twenty-two replies were received.

### The Usefulness of the Conference

Nearly all respondents said the conference was useful. Most frequently mentioned benefits of the conference may be described as: (1) esteem, (2) knowledge and understanding, and (3) inspiration.

> "...the professional highlight of my thirty-two months of working with the economically disadvantaged. It was good to grow with others who had no reservation about working with the disadvantaged, with others who had a genuine interest in all people, to work with others who had an appreciation for motivating those who appeared apathetic, and to work with others who had an appreciation for the time element in change in people. Perhaps the greatest contribution to me was to fortify the convictions with which I arrived and gave me added strength for new experiences."

> "Contributed a comprehensive background for evaluation of present professional responsibilities..."

> "Sharpened my awareness of how poverty affects all society."

> "Highly valuable to me because of the insight it gave me."

> "...gave me a deeper understanding of [their] problems."

> "...inspired me to come home and try to do something...gave me courage to keep trying when things looked discouraging."

> "...an informed person is a better citizen--and I have been informed."

The resources of the conference (speakers, books, films, bibliography) were frequently cited as being especially helpful.

However, the Conference was not an unqualified success in this area.

> "...the Conference was stimulating and interesting to me but not useful. I feel sure it is because we had already initiated programs for the disadvantaged."

The significance of these observations for future planning will be discussed later.

Programs, projects, project proposals

Contributions of the Conference to program and project development as measured by programs initiated or proposed range from none to many.

The presence or absence of new programs or projects may or may not be due to the Conference. Those who indicated no projects initiated stated so briefly and directly. "There have been no programs, projects or project proposals which would be considered an outgrowth of the Conference." "No specific projects or proposals to date." "None."

Programs or program proposals initiated included classes, conferences, cooperative efforts with other agencies, research, and action programs.

One state is conducting a state wide survey to determine the feasibility of establishing home economics classes for employability. At the county level, one conference participant helped establish a craft guild which will establish classes, set standards of craftsmenship, and assist in selling products.

New projects financed by local, state, or federal funds include an extension adult home economics teacher program patterned after Philadelphia's homemaking consultants program. The teacher visits homes, works with a Homemakers Club (welfare mothers group), and helps identify new or unmet needs. A city supervisor of home economics reports "We have 13 proposals submitted, 9 of which have already been approved." A seven week in-service program for teachers titled "Working with Low-income Families-A Challenge to Teachers of Home Economics" was conducted in another city.

Another participant reports that a project to train vocational education teachers to work with disadvantaged youth is being proposed in cooperation with a New England state university. She also reports programs under Vocational Education and MDTA funds. A homemaker service training program in conjunction with a community hospital is also mentioned.

New home management centers, located in public housing projects and a low-income area, a homemaker service in conjunction with a welfare department, and work with girls in the Florence Crittenton home were cited by another participant. Reexamination of existing programs in family life education is also mentioned.

Finally, another city supervisor has worked with a Community Action Commission to locate a home management supervisor for a neighborhood center. She has also worked with the Community Chest and Planning Council in sponsoring a Family Life Education Institute.

Finally, one participant included a copy of a proposal "A Home Economics Program for Disadvantaged Youth and Their Families." Its program framework is:

One

Use all low-income public housing projects as new instructional centers, for a unified home economics and family life program for youth and their families.

Two

Establish comparable residential teaching centers in all deprived neighborhoods not having public housing projects.

Three

Provide "teen-age" personal development and improvement service centers in neighborhood schools, housing projects, community centers or church houses.

Four

Make adaptations in present public school home economics and family life laboratories, in deprived neighborhoods, to focus on concerns, interests, and needs of this group (equipment, curriculum, programming).

Five

Additional Program Enrichments:

"Teens serve families" - a service-student team demonstrations (tell and show)

. Assisting senior citizens
. Helping in the care of children
. Preparing guide sheets for family use

Home Economics Career Clinics

A sequence, or series of sessions on occupational career choice-making, using packets of materials specially prepared to show scope and depth of home economics.

Promote a "big sister" program whereby community leader sponsors a disadvantaged youth.

Recommend that all teachers in schools in deprived areas serve as counselor to "one" student each semester.

Provide a "mobile home" teaching facility for deprived neighborhoods.

The same participant conducted a three day workshop "Home Economics Program Development for Disadvantaged Youth and their Families" attended by twenty-two high school home economics teachers. Her "follow-through" memo to participants states "While this semester is still young, I am reminding you of your personal commitment for helping disadvantaged youth...I AM SETTING FRIDAY, JUNE 3, AS THE DEADLINE FOR A REPORT OF WHAT YOU WERE ABLE TO ACCOMPLISH." (Capitalized letters were hers.)

## New Contacts

New contacts fell into two main categories: with professionals in one's own or related fields and with boards or commissions responsible for coordinating programs and agencies.

Among the professionals cited were social workers (most frequent), physicians, employment counselors, nurses, business leaders (largely service businesses).

A widening of participation in decision making, planning and conducting programs is reflected in the additional responsibilities given participants. These appointments and contacts included Community Action Programs, Job Corps and Work Study Programs, State Board of Education Curriculum Development, Department of Child Welfare, and the State Commussion on Services for the Elderly.

One of the most ambitious programs was a cooperative home economics-social welfare conference. The sessions including home economics were: "Reaching the hard to reach family," "Effective education for low-income students," "The indigenous non-professional," "Techniques and appropriate goals in developing projects in the community," and "New methods for working with families in local communities."

## Talks, panels

Nearly everyone had spoken to some group about the Conference. These ranged from church youth groups, AAUW, home economics conventions, teachers institutes, and their friends and neighbors.

## Limitations of the Conference

Major limitations were in: (1) schedule, (2) program, and (3) dissemination of materials from the conference.

The schedule was too full to permit flexibility and adaptibility. This was most apparent in our failure to use a major resource-our participants- to tell the staff and each other of their experiences.

Since our participants represented the best as recommended by state home economics supervisors, they included many with a wide experience in working with the disadvantaged. Indeed, many had more experience than some of us on the University staff. It was unfortunate that we didn't drastically modify portions of the program to hear more from them.

Finally, the Conference staff did not adequately anticipate the request for materials from the Conference. No provision was made in the budget for making Task Force Reports available to the participants or for a wider audience. Neither did the director, Dr. Gravatt, adequately anticipate the time and staff needs to prepare this report. Hence, the participants have been denied (by delay) the use of reports from the Conference.

# APPENDIX

## GUIDE FOR CONFERENCE SESSIONS

Conference Meeting Room (unless otherwise specified) ... Room 7 (Maple Room)
Home Economics Building

**Monday, June 28**

9:00 a.m. Introduction to the Conference ...
Dr. Louise Gentry, Presiding
Assistant Dean

Welcome ... Dr. Grace M. Henderson, Dean

Purpose ...
Introduction of Participants ...
Dr. Louise Gentry

Orientation to Conference ... Conference Staff:
Mr. Richard M. Bunnell
Mrs. Charlotte V. Churaman
Dr. Louise Gentry
Dr. Arthur E. Gravatt
Mrs. Audrey J. Harsanyi

Lunch

1:30 p.m. Pre-Evaluation ...Dr. Elizabeth M. Ray

"A Frame of Reference for the Conference" ...
Dr. Arthur E. Gravatt

Building Tour

8:00 p.m. Dr. Arthur E. Gravatt, Presiding

Room 209
Home Economics
South

Welcome ... Dr. Grace M. Henderson

"The Challenge of the Disadvantaged" ...
Dr. Frank Riessman, Director
Lincoln Hospital Mental Health Aide Program
Albert Einstein College of Medicine

Living Center
Home Economics

Informal Seminar for Conference Participants with
Dr. Riessman

Tuesday, June 29

Family and Community ...
Mrs. Charlotte V. Churaman, Presiding

8:30 a.m. "Community Approaches to Working with the Poor" ...
Mrs. Charlotte V. Churaman

"Family and Community: Aspects of the Poverty Syndrome"
Mrs. Camille Jeffers
Health and Welfare Council of the
National Capitol Area
Howard University

Implications for Home Economics

Lunch

1:30 p.m. "Family Life of the Poor" ...
Mrs. Camille Jeffers

Implications for Home Economics

7:00 p.m. Film: "Superfluous People"

Wednesday, June 30

Home Economics Education and the Poor ...
Mrs. Audrey J. Harsanyi, Presiding

8:30 a.m. "The Youth We Haven't Served" ...
Miss Barbara Kemp, Consultant
Vocational and Technical Division
United States Office of Education

Dialogue: Implications ...
Miss Kemp and Dr. Ray

Orientation to Field Trip

"My Brother's Keeper" ...
Mrs. Margaret E. Skell
Instructor, Social Welfare
The Pennsylvania State University

"Food, Shelter, Transportation" ...
(Field Trip Arrangements)
Mrs. Audrey J. Harsanyi

Lunch

1:30 p.m. Depart for Pittsburgh, Pennsylvania

Chartered buses will leave from Waring Hall for
Hotel Penn-Sheraton, Pittsburgh

8:00 p.m. "Pittsburgh's Community Action Program" ...
Cafe D'Or
Hotel Penn-Sheraton

Mr. David Hill
Executive Secretary
Mayor's Committee on Human Resources

**Thursday, July 1**

The Culture of Poverty ...
Mrs. Audrey J. Harsanyi, Presiding

Each participant has been assigned to a social worker, visiting nurse, community agent, etc., to spend the day visiting homes and neighborhoods.

(A complete listing will be distributed later.)

Leave Pittsburgh for University Park approximately 6:00 p.m.

**Friday, July 2**

"I Sat Where They Sat" ...
Dr. Arthur E. Gravatt, Presiding

8:30 a.m. Discussion of the field trip experience

"The Art of Helping" ...
Mrs. Roberta Frasier
Family Life Specialist
Federal Cooperative Extension Service
Oregon State University

Lunch

1:30 p.m. Task Force Organization ...
Dr. Louise Gentry

One of the chief purposes of the workshop is to develop program helps for home economists working with disadvantaged youth and their families. What task forces would be of most help to you? Some possible ideas are:

1. Culture of the disadvantaged
2. Home economics programs
3. Methods and materials
4. Films
5. Community organizations and agencies
6. Evaluation

Saturday, July 3

Open for Study, Recreation, Recuperation

Sunday, July 4

Open for Church, Study, Recreation

3:00 p.m. Picnic:

A visit to Old Mill Farm ...
we're inviting you to spend an afternoon in the country and have a picnic supper with the conference staff. A charge will be made for the food, and transportation will be arranged with those of you who brought cars. Please come if you can; it's a quiet, green, relaxing place with lots of rocking chairs - and space for badminton, soft ball and croquet!

Monday, July 5

Home Economics in the Community ...
Mrs. Charlotte V. Churaman, Presiding

8:30 a.m. "Home Economics in Community Settings" ...
Dr. M. E. John, Head
Department of Agricultural Economics and Rural Sociology
The Pennsylvania State University

Symposium: Developing Leadership ...
Dr. M. E. John, Moderator

"Facing Realities in Program Development" ...
Miss Gertrude Lotwin
Home Economics Consultant
New Jersey Department of Public Welfare
Trenton, New Jersey

"Home Economics Training for Professional Leadership"
Dr. Flemmie Kittrell, Chairman
Department of Home Economics
Howard University

"Wichita: An Experimental Demonstration in Self-Help" - A case analysis of the role of home economics in working with the disadvantaged ...

Dr. Rose M. Cologne, Chairman
Department of Home-Community Relationships
The Pennsylvania State University

Lunch

1:30 p.m. Task Force

7:00 p.m. Film: "Walk In My Shoes"

**Tuesday, July 6**

Pennsylvania Programs with the Disadvantaged ...
Dr. Arthur E. Gravatt, Presiding

8:30 a.m. "A Look at a Program in Depth: A Case Study of Erie, Pennsylvania" ...

Chairman ... Mrs. Alda Marshall
Associate Extension Home Economist
Erie County, Pennsylvania

Mrs. Laura Gamble
Homemaker Aide
Erie Housing Authority
Erie, Pennsylvania

Mrs. Thelma Spadacene
Community Relations Supervisor
Erie Housing Authority
Erie, Pennsylvania

Mrs. Wanda Massing
Homemaker Aide
Erie Housing Authority
Erie, Pennsylvania

"Home Economics Extension Programs with Rural Disadvantaged Families" ...

Chairman ... Miss Mary K. Rissinger
Assistant State Home Economics Extension Leader
College of Agriculture
The Pennsylvania State University

Miss Ellen Garber
Assistant State Home Economics
Extension Leader
College of Agriculture
The Pennsylvania State University

Miss Bette L. Goddard
Assistant State Home Economics
Extension Leader
College of Agriculture
The Pennsylvania State University

Home Economics Education Programs with the Disadvantaged
Dr. Louise Gentry, Presiding

1:30 p.m. Panel Discussion:

"Pennsylvania Programs with the Disadvantaged"

Chairman ... Mrs. Clio S. Reinwald, Coordinator
Home Economics and School Food Service
Department of Public Instruction
Harrisburg, Pennsylvania

Representative from
Division of Home Economics Education
School District of Pittsburgh
Pittsburgh, Pennsylvania

Representative from
Division of Home Economics Education
School District of Philadelphia
Philadelphia, Pennsylvania

Miss Hester Munden
Area Supervisor for Allegheny County
(Pittsburgh)
Department of Public Instruction
Pittsburgh, Pennsylvania

Wednesday, July 7

8:30 a.m. Task Force Work Groups ...
Mrs. Charlotte V. Churaman, Presiding

Lunch

1:30 p.m. Task Force Groups

| | |
|---|---|
| 2:00 p.m. | Film: "Christmas In Appalachia" |
| 7:00 P.m. | Film: "The Captive" |

Thursday, July 8

| | |
|---|---|
| 8:30 a.m. | Task Force Work Groups ...<br>Mrs. Audrey B. Harsanyi, Presiding |
| | Lunch |
| 1:30 p.m. | Task Force Work Groups |
| | Presentation of Work Group Reports |

Friday, July

| | |
|---|---|
| 8:30 a.m. | Task Force Work Groups Report Session ...<br>Dr. Arthur E. Gravatt, Presiding |
| | Luncheon: Penn State Room ... The Nittany Lion Inn<br>Dr. Louise Gentry, Presiding |
| | "The Challenge of Home Economics" ...<br>Dr. Grace M. Henderson |
| 1:30 p.m. | Task Force Work Groups Report Session |
| | Post-Evaluation ...<br>Dr. Elizabeth M. Ray |
| 4:00 p.m. | Adjournment |

## THE PENNSYLVANIA STATE UNIVERSITY CONFERENCE RESOURCE STAFF

### College of Home Economics

Dr. Grace M. Henderson, Dean

Mrs. Charlotte V. Churaman, Instructor in Home-Community Relationships

Dr. Rose M. Cologne, Professor of Home-Community Relationships and Head of the Division

Dr. M. Geraldine Gage, Assistant Professor of Family Economics

Dr. Louise Gentry, Assistant Dean and Professor of Family Economics

Dr. Stella R. Goldberg, Assistant Professor of Child Development and Family Relationships

Dr. Arthur E. Gravatt, Associate Professor of Family Relationships

Mrs. Audrey J. Harsanyi, Assistant Professor of Home Economics Education

Dr. Alida S. Hotchkiss, Assistant Dean for Research and Professor of Family Economics

Dr. Marjorie M. Knoll, Professor of Family Economics and Home Management and Head of the Department

Miss A. Laverne Phillips, Research Assistant

Dr. Elizabeth M. Ray, Associate Professor of Home Economics Education

Miss Edna E. Sommerfeld, Professor of Home Economics and Assistant Dean for Continuing Education

Mrs. Marion K. Stocker, Assistant Professor of Home-Community Relationships

College of Agriculture

Miss Ellen Garber, Assistant State Home Economics Extension Leader

Miss Bette L. Goddard, Assistant State Home Economics Extension Leader

Miss Catherine E. Holt, Assistant State Home Economics Extension Leader

Miss Alda G. Marshall, Associate Extension Home Economist - Agricultural Extension Office, 502 West Seventh Street, Erie, Pennsylvania

Miss Mary K. Rissinger, Assistant State Home Economics Extension Leader

## PARTICIPANTS

Dr. Hazel Anthony
Chairman, Department of Home Economics Education
University of Nebraska
Lincoln, Nebraska

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